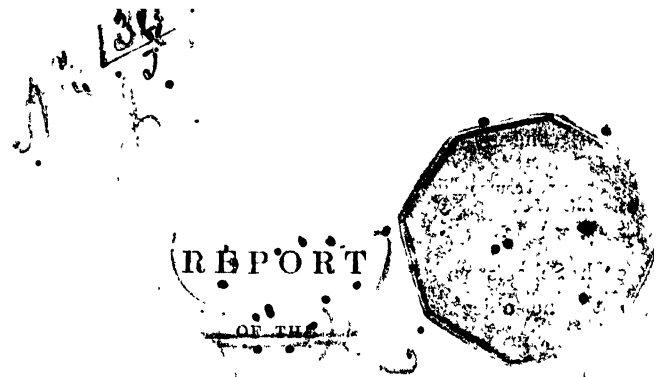
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REPORT

OF THE

COMMITTEE FOR THE IMPROVEMENT OF SCHOOLS.

To W. GORDON YOUNG, Esq.,

Director of Public Instruction.

Dated 15th January, 1857.

SIR,—The Committee* appointed by you to consider and report on the measures required for the improvement of the different classes of Schools established in Bengal having now brought their deliberations to a close, I am directed to lay before you the following Report. The subjects to which their attention was more particularly invited are enumerated in the letter addressed by you to each of the members on the 25th July last, a copy of which will be found in the Appendix (A) There has been some difference of opinion

* The Committee consisted of the following gentlemen — Mr. H. Woodrow; Rev. J. Long, Mr R B. Chapman; Mr. R Hand; Baboo Peary Churn Sircar, Mr J K. Rogers, and Mr Hodgson Pratt.

At the first Meeting of the Committee, on the 5th August last, Mr. Pratt was appointed to be their President, and Mr. Hand, Secretary. Subsequently Mr. Rogers acted as Secretary for several weeks The Meetings of the Committee extended over a period of five months, but were twice interrupted,—first by the Dusserah Vacation, and subsequently by the unavoidable absence of two of the members. The Committee at first met twice, and latterly three times a week · and in addition to the time actually occupied at these Meetings, several of the members were engaged nearly every week in the examination of Educational Works,—the preparation of Resolutions, &c.

among the members of the Committee on the different question brought before them, and although all agree generally in the view expressed in this Report, yet the conclusions arrived at on severa important points are the conclusions of the majority.

2. The introduction of an improved course and mode of instruc tion in the highest class of Schools received th Committee's best attention, and they trust tha the course* which they have recommended fo such Schools will be found well adapted for the attainment o both the objects they have had in view, viz., to enable stu dents who intend entering upon a Collegiate course to reacl the standard fixed for admission to the University within a reasonable time; and to enable those who terminate their edu cational career with the School, to acquire such habits of mind and such an amount of useful and accurate information as shal best fit them for their several callings in life. Looking to the fact that the great majority of the students attending these School will belong to the latter class rather than to the former, the Com mittee would have preferred to lay down a course wholly without reference to the University examinations, but they have not felt themselves at liberty to do this in respect to the course in Litera ture for the highest class in such Schools, which they have left to be regulated by the standard which the Senate may be expected from time to time to prescribe.

Improved course for Zillah Schools object in view

3. It will be seen that the course of studies extends over a period of nine years. It is true that at some of the Zillah Schools, the pupils have been brought up to the Junior Scholarship standard in six or seven years, but the Committee are of opinion that the existing course is not graduated in such a manner as to give the students a thorough and exact knowledge of the subjects brought before them, and that the nature of the instruction is not such as fairly to develop the higher mental faculties, but merely to force the students, by an exercise of the memory, rather to the apparent than to the real attainment of a certain standard.

* See Appendix B.

4 Before proceeding to enter upon various details connected with the course adopted by the Committee, it will be well to state *in limine* that the Committee recommend that the present Zillah Schools shall be divided into two classes, "First Grade" and "Second Grade," in the former of which the full course of study necessary to enable a student to enter the University shall be pursued under a competent instructive staff of teachers,—and in the latter a course of only six years' duration under a smaller staff. The grounds upon which the Committee have recommended this plan are the following:

Division of Zillah School into two Grades

5. On the one hand they are of opinion that to teach the full course they have laid down, the requisite system of instruction and the requisite qualifications in the Teachers cannot be secured without exceeding the amount of expenditure at present sanctioned for the Establishment charges of a Zillah School

6. On the other hand, the Committee observe that in point of fact a very large number, of Zillah Schools never reach the higher or Junior Scholarship standard, and are really inferior Schools though the expenditure involved in their management is often as great, or nearly so, as that of Schools which succeed in obtaining these Scholarships every year.

7 The Committee have therefore selected eleven Zillah Schools out of the whole number, as those in which the full nine years' course may be efficiently taught,—basing their selection both upon the Geographical position of the Schools and their present standing in respect to the number of Junior Scholarships generally obtained. geographical situation has been considered with the view of enabling students in Districts where there is only a "Second Grade" School to prosecute their studies to a higher point without having any great distance to go for the purpose. Thus a student in the Pooree or the Balasore School wishing to prepare himself for the higher standard will, under the Committee's plan, proceed at the end of his six years' course, to the First Grade School at Cuttack, and so on.

Natural Philosophy, at Rs. 75, a third of Natural Sciences and the science of Common Things, at Rs. 50, and a fourth of History and Geography at Rs. 40.* It is intended that the four senior Teachers shall take the charge of the four higher classes in their respective subjects. The Pundit should also take those classes, the junior classes being instructed in the Vernacular by their English Teachers.

12. Any one of the three first of these Teachers may also be Head Master and receive such addition to his salary as may be necessary to bring it up to the requisite amount.

13. There will, in a School of this kind, be five other classes,—the whole course from the first rudiments of the English language to the completion of the University entrance standard occupying 9 years.

Actual cost of the proposed changes.

14. The increase of cost occasioned by the adoption of this plan (and exclusive of the salary of a Pundit who the Committee think should be attached to every Zillah School whether the present scheme is adopted or not) will be about Rs. 75 a month for each of the eleven Schools in which it is proposed to entertain this increased staff of Teachers. This would make the actual increase of expenditure† about Rs. 9,900 a year. The expense of entertaining in every Zillah School whether of the first or second grade an efficient Pundit, say in the former at a salary of Rs. 25, and in the latter at salaries of Rs. 15 and Rs. 20 will be an annual increase of Rs. 6,000 more‡ The total increase of expense will then be about

* The establishment of a First Grade School would be

Teacher of Literature, ...	Rs.	75
„ Mathematics,	„	75
„ Natural Science,	„	50
„ History, Geography, &c	„	40
6 Assistants,	„	105
Pundit, ...	„	25
Rupees		370

In a 2d Grade School, as follows

Head Master Rs. 100 or		130	
Teacher of 5th year class,		40	Rs 130
„ 4th Do		30	
„ 3d year, ...		25	
„ 2d Do. ...		20	
„ 1st Do ...		15	

† But as before said, not exceeding the expenditure long since *sanctioned* for these Schools.

‡ In the above estimate of the Schools requiring Pundits, those Schools which already have them, together with the Arracan and Assam Schools, have been omitted

Rs. 15,900; against which must be balanced a small diminution of expense in the Second Grade Schools.

15. It is also proposed that there should be Scholarships of the value of four Rupees a month assigned to the second grade Schools tenable at the first grade Schools by students leaving the former for the latter. The Committee would be glad to recommend that there should be eight of such Scholarships for each of the second grade Schools, but from the rough estimate made of the available Funds, it does not appear that more than four can at present be allowed.

Scholarships

16. Further details of the calculation which has been made of the expense of carrying out this scheme, and of the funds available will be found in the Appendix (G). It will be seen that the total income available is estimated at Rs. 1,48,334, and the expenditure on Scholarships and Establishment at Rs. 1,44,012 per annum.

17. There is a balance of Rs. 4,322 for the purchase of Library and Prize Books and Contingencies. The Committee are of opinion that expenditure on these three items should not, as at present, be a fixed and uniform amount for all Zillah Schools, but should be in proportion to the amount of fees in each School, the amount expended on the purchase of Books for the School Library being about six Pice for every Rupee collected from Schooling fees, that for Prize Books being two Pice, and that for Contingencies four Pice. The balance just specified will not admit of that proportion being expended on these items, and the Committee propose that, as in the case of most Schools in Europe and of Christian Schools in India, an annual charge shall be made for contingencies—such as stationery, use of furniture, and of School apparatus (Books and Slates being purchased by the pupils as at present.) This charge should be in addition to the schooling fee, and be made at the opening of each Session. As the 5 Senior Classes will consume far more stationery than the 4 Junior classes, the former should pay from 1 to 3 Rs. a head, and the latter from 8 Annas to 1-8, according to local circumstances. Moreover it may be expected

Library, Prize Book, and Contingent Charges.

that the higher rate of fees recommended by the Committee will bring an increased income, while the fees from the Assam and Chota Nagpore Schools have not been reckoned among the assets, in consequence of non-receipt of the Returns from those Schools.

Assignment of Charges

18 There has been some difference of opinion among the members of the Committee as to the manner in which the extra expense involved in these proposals should be met; one of the members being of opinion that the fees of each School should first be applied to the payment of all establishment and other charges of that School, and that whatever charges then remain should be met by such portion of the Government assignment as may be necessary, and that if any fees remain over and above those charges, such surplus be spent on that School, when occasion may arise, and not upon any other school. Other members are of opinion that additional expenses such as have now been proposed should be met out of the *aggregate* surplus Funds at the credit of all the Schools generally. This being, however, purely a matter of account, the majority of the Committee have resolved that it be left to you to decide as to the precise mode in which the expenditure should be met,—whether from the Government assignment or from the surplus fees. So long as the aggregate income from fees and assignments is sufficient to cover all proposed expenses, the Committee think there can be no difficulty in carrying out their views.

Popular Lectures on Agricultural Chemistry, &c.

19. There is another measure of great importance in the opinion of the Committee for which additional expenditure cannot be provided but of Funds already assigned to the Zillah Schools. They think that something should be done towards the diffusion of sound information on the elements of physical Science and especially on Agricultural Chemistry Ignorance on these subjects is acknowledged on all hands to be an immense evil,—a knowledge of the laws which regulate public health being of the first importance in an Eastern climate, and of those which regulate the productiveness of the soil being also of the first importance in a country where Agriculture

is the main source of wealth. The Committee therefore recommend that Lectures on practical and Agricultural Chemistry and Botany should be delivered three times a week during three months of the year at each of the higher Zillah Schools; this duty being assigned to Sub-Assistant Surgeons specially selected for their qualifications in this respect. One such officer might be allotted to every three or four of these Schools, which he should visit in rotation so that it would probably not be necessary to appoint more than three officers for this duty.

20. On the Lecture days, the School should remain open an hour longer, either in the morning or in the evening, as circumstances may render desirable. The Committee further think that these Lectures should be open to all persons at the Station who may wish to attend them. They should of course be delivered in the Vernacular.

Salaries of Head Masters

22. Before quitting the subject of School establishments, the Committee desire to recommend that the salaries of Head Masters should vary according to merit and standing,* and range from Rs. 100 or Rs. 120 to Rs. 200, one or two appointments of Rs. 250 being also created as special rewards to Teachers of distinguished merit. The appointments of the third or lowest grade, to which a salary of Rs. 100 or Rs. 120 is attached, should be held at the second Grade Schools. As nearly all the Head Masters at present receive a salary of Rs. 150, this arrangement may probably be carried out without any increase in expenditure.

23. The views of the Committee on several points connected with the course which they have laid down,—modes of instruction, examination, discipline, &c. &c. will now be stated.

* On this subject, the following extract from a letter from the Inspector of Schools for South Bengal, dated the 5th September, 1855, embodies the views of the Committee —

"I have long been of opinion that there are not a sufficient number of rewards for officers of this class in the Education Department. Unless men have something to look forward to something to hope for, the best will lose interest in their work. A Teacher when *first* appointed to the grade of Head Master would willingly accept a salary of Rs. 100 for that amount is twice as great as the salary of a Second Master. These different salaries should not be assigned to particular Schools but should belong to respective grades."

21. The Committee are of opinion that the term "Year" Class should be introduced into these Schools,—beginning from the lowest or 1st year class. By this nomenclature the standard attained by the different Schools may be readily and conveniently known,—whereas at present every School has a "first class," whatever the standard of proficiency attained. Cases will sometimes occur when a student may with advantage be promoted over one Form to the next above but as a general rule every student should remain a year in each class.

"Year" Classes.

25. With regard to the age of admission to Zillah Schools, the Committee are of opinion that no boy should be admitted to the lowest or 1st year class who is more than 10 years of age, or who is unable to read fluently the 1st part of the Nithikotha, the 2d part of the Borno Porichoy, or some work of a similar standard. They are also of opinion that no boy should be admitted to any of the other classes whose age is more than a year above the average age of the class,—which latter will necessarily be regulated by the standard just recommended.

Age of Admission

26. Moreover, they would not allow any boy to remain more than two years in one class. If not fit for promotion at the end of that time, he should be required to leave the School.

27. The Committee are of opinion that the instruction given in the lowest or first year class of these Schools should be conveyed exclusively through the medium of the Bengali language.

28. The Vernacular instruction in the two lowest classes of English Schools, the Committee think should be wholly entrusted to the class teacher, a Pundit not being required for their instruction.

Vernacular Instruction.

29. The Committee are of opinion that proper provision should be made for instruction in Bengali Penmanship; this is at present altogether neglected. The Copy-slips recently prepared by Baboo Ram Chunder Mitter should at present be used for this purpose.

Bengali Penmanship.

30. The Committee attach much importance to the provision of such School Apparatus as shall,—more especially in the junior

classes,—promote the development of the faculty of observation, and at the same time afford an elementary training which will in after-life prove of great use to persons employed as superior mechanics, Engineers, Draughtsmen, &c. With this object, they recommend that simple outline drawings of objects familiar to the youth of this country should be sketched and lithographed at the School of Art, to be used as Drawing Copies in the junior classes. Drawings of Lines, Angles, Rectilinear, and Curvilinear Figures, &c., should also be procured from England for the use of the first year class.

Lessons in Drawing

31. The Committee recommend that you should procure from England specimens of outline drawings, on a large scale, of simple objects in nature and art,—such as the flat examples of objects for drawing printed under the direction of the Department of Science and Art,—with a view to their use in the different classes of Schools in Bengal; sets of Geometrical and Astronomical prints, on cloth if possible, and the series of illustrations in Mechanics &c. published by the Working Men's Association, together with corresponding text books, also prints of animated nature and those adopted by the Christian Knowledge Society for lessons on objects and common things. Patterson's admirably executed Zoological Diagrams are also worthy of introduction into the higher Classes of Schools and into Colleges. Johnston's Chart of Animal Physiology should be introduced into every School.

Drawing Copies

Diagrams Illustrations for Object Lessons, &c

32. The importance of having good maps may be appropriately mentioned at this place. and the Committee desire to call special attention to the necessity of providing the Schools with good *skeleton* maps for the purpose of enabling the students to learn Geography in the manner indicated in the course. Instruction in the principles of Arithmetic, also, in the junior Classes is greatly facilitated by the use of visible and tangible objects. The Committee therefore recommend that the Arithmeticon or Ball Frames should be supplied to all Government Schools. Perhaps

Maps.

Arithmeticons and Abaci.

the School Book Society would supply these as well as the other educational apparatus now recommended. The Arithmeticons or Abaci might be made up in this country,—some in the shape of standing frames, some as small hand frames. The Committee think that each should consist of 16 wires with 16 balls on each wire.

Object Lessons and Object Cabinets.

33. Connected with this subject also is the provision of proper apparatus for the Object Lessons and Lessons on Common Things which the Committee have recommended to be taught in the Junior Classes One of the Educational Cabinets prepared under the direction of the Home and Colonial Infant School Society should be procured from England as a model for similar cabinets to be prepared here with special reference to the productions and manufactures of this country.

Educational Museum

34. Considering the great importance which is now attached to the use of Educational apparatus of the kind indicated in the preceding paragraphs, the Committee recommend that an Educational Museum should be formed at the office of the Director of Public Instruction At present officers engaged in the Education Department and persons interested in the management and establishment of Schools have no means of knowing any thing of the numerous and useful inventions of this kind which are introduced into Schools in Europe and America. Such persons would find it a great advantage to see specimens of all the different plans, drawings, maps, &c. &c., collected in one spot so as to admit of comparison both in respect to their price and their quality and usefulness. Not only should the prices of the several articles be shewn but the names of the parties from whom they may be obtained. A list of useful apparatus for Object Lessons is appended to this report. (Appendix D.)

35. The graduated course annexed to this report clearly shews what are the several works which the Committee have recommended for preparation · but it may be desirable to indicate here

also what these works are and the reasons which have rendered it necessary in the opinion of the Committee to prepare them.

New Readers.

36. In the first place, the Committee recommend the preparation of English Readers for beginners on the Phonic system as modified by Dunning* with brief but clear directions adapted for the guidance of junior Teachers. The Committee observe that Baboo Peary Churn Sircar has published a Reader which purports to be based on the system just indicated, and they understand that he is about to bring out another edition of the same work in which that system will be developed more completely than in the present edition. The Committee think it important that the valuable papers in the Educational Expositor relative to Dunning's Phonic system of teaching to read should be reprinted for the use of Teachers in this country.

37. As regards Readers for the more advanced classes in English Schools, the Committee after much enquiry and the examination of numerous works have arrived at the conclusion that none of the existing School Readers whether prepared in England or in India, which they have examined, are adapted for use in this country; and the Committee therefore strongly recommend that a series of Readers be prepared under your direction specially adapted to the English Schools of this Presidency. The principal defect which the Committee have observed in all existing works of this class is that they are full of minute details relating to matters of which the Bengali student and Bengali Teacher can have no knowledge whatever; while on the other hand information on facts of Science, History, Philosophy, &c. &c, relating to the East are almost wholly wanting Should this view meet with approval, the Committee think that the attention of any Compilers appointed for the purpose should be called to the arrangement and method adopted in the American Readers (Sargent's Standard Series) and in the series of Daily Lessons used in the Schools of the British and Foreign School Society and recommended by the Committee

* See 2d and 3d Volumes of the Educational Expositor.

of Council on Education. The Committee are further of opinion that, in the higher classes of the School course, say those of the 7th and 8th year, the student should in Literature read throughout entire works, Poems, or Pieces, instead of fragmentary selections from a number of different works.

38. As however it must occupy some time before such a series of Readers can be published, the Committee think that it may perhaps be as well to substitute for the series of Readers now in use those named in the Appendix, (G) as temporary substitutes until the new Readers are ready.

Mental Arithmetic.

39. The Committee have also, after examination of existing works, found it necessary to recommend the preparation of a work on Mental Arithmetic according to the method of McLeod, but adapted to this country so as to include the Rules given by Messrs. Fyfe and Rogers in their works.

Botany.

40. For the higher classes a Treatise on the Elements of Botany, with illustrations taken from the Flora of this country, is very much required; and the Committee have learned with satisfaction that a work of this kind is in course of preparation by Dr. Thomson, the Superintendent of the Honorable Company's Botanic Garden, who should they think receive such aid from Government in the publication of the work as may be necessary.

Bengali Readers

41. In regard to the preparation of Bengali Readers prepared for English or other Schools, the Committee have adopted the recommendation made in the Report of the Inspector of Schools for South Bengal for the quarter ending the 31st October 1856, (para. 17,) that at the foot of each page an analysis should be given of all the compound words occurring in the page and not already explained in some previous page; the simple constituents of the words being given in full. The attention of the School Book Society might be called to the subject when publishing any works of this kind in future.

42. In this place, too, another recommendation of the Committee may be appropriately brought forward, viz., the propriety of reprinting for the use of Schools in this country, the articles on Arithmetic, on instruction in reading by the Phonic system, and on other similar subjects which have from time to time appeared in such works as the Educational Expositor, and the Papers for the Schoolmaster; the permission of the publishers and of the Principal of the Cheltenham Training School being obtained thereto.

Educational Works.

43 Every Zillah School should, the Committee think, be supplied with a complete set of works on Education, the expense being met out of the Library allowance The names of several of the best works on this subject are given in Appendix (F.) It will be seen also, on reference to the course, that besides the books prescribed for the use of the students in each class, books are in almost every subject prescribed for the use of the *Teachers;* which should be supplied from the School Library. It is very necessary that this point should be borne in mind to enable the Teachers to give that degree of oral instruction, over and above what is found in the class book, which is absolutely necessary to make their instruction efficient Thus it will be seen that in the 7th and 8th year classes the Committee have recommended that the instruction in Science shall be given without the help of class books and entirely by Lectures prepared by the Teachers from the several works named for their use. The same mode of instruction has been recommended in the case of History.

44 The system upon which examinations should be conducted was very carefully considered by the Committee and gave rise to much discussion. They felt that sufficient importance had hardly been given to this subject, for in fact the nature of the instruction given at a School and the mode in which it is imparted will depend almost wholly upon the nature of the examinations which follow that instruction; and one main cause of the superficial and mechanical mode of teaching which has so long prevailed in the Schools of this country is no

Examinations.

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doubt owing to the fact that the examinations (even for scholarships) have often been so conducted as to be little more than a mere test of the students' power of cramming and learning by rote. On this subject a memorandum was submitted by Mr. Chapman which is annexed (G) to this Report.

45. The majority of the Committee while heartily assenting to the importance of the object aimed at in Mr. Chapman's memorandum, are of opinion that it would not be practicable to attain that object precisely in the manner suggested by him They are of opinion that examination questions should be prepared for the higher classes of all Government English Schools by a Central Board of Examiners, the questions for the three higher classes being set with a view to written as well as viva-voce answers, and those for the lower classes with a view to viva-voce examination only, the whole being conducted by the Local Committee. This system should not however be applied to 1st and 2nd year students, who should be examined by the Head Master in the presence of one or more Members of the Local Committee.

46. In the case of Literature and Language, the Committee think that the questions for the higher classes should be framed in such a way as to test the students' knowledge of Language, Grammar, and Composition *generally*, and that to do this,—in addition to the questions on passages from the Text Book, passages from *other works of nearly equal difficulty with the Text Book should be freely selected for explanation, analysis, and parsing.*

47. In Mathematics, Exercises and Deductions should always be given which are not to be found in the Text Book, provided they are such as the class may fairly be expected to answer.

48. In the case of all other subjects the Committee think that some of the questions should have reference to such facts, conclusions, and considerations, (not given in the Class Book) as an efficient Master might naturally be expected to afford in the course of his teaching, the questions being, however, adapted to the age and standing of the students. The phraseology of the questions should in all cases be such as to give no room for the exercise of

mere *verbal* memory, that is to say the words of the Book should be most carefully avoided.

49. The Committee are further of opinion that care should be taken to assign a higher value to such questions as demand an exercise of judgment and reflection, than to such as may be answered, more or less, by the exercise of *memory*.

50. They would leave it to the Local Committee of each School to examine the answers and assign the marks.

51. In the case of Collegiate and Branch Schools, the Committee recommend that the officers of the College be directed to perform the duties in connection with these examinations which, in the case of the Zillah Schools, would devolve upon the members of the Local Committee; but they would have it distinctly understood that the Teachers in the School Department of the College should not, as at present, be employed as Examiners of the Branch School.

Annual examinations and conclusion of the term to precede the Dusserah.

52. It may be as well to state here that the Committee are of opinion that the annual examination and distribution of prizes should be held just before the Dusserah Vacation. The Inspector of Schools for South Bengal had, a short time previous to the appointment of the Committee, enquired fully into the subject of the existing arrangements; and he found that the Head Masters of all the Zillah Schools in his division, strongly urged the necessity of the change now proposed by the Committee. They all stated that the long break in the middle of the term, was a most serious interruption to the course of study.

Holidays and Long Vacation.

53. The Committee is further of opinion that the Dusserah Vacation should, in every School without exception, extend to 35 days, inclusive of Sundays; for the great majority of the students in our English Schools in the Mofussil are the children of the Omlah and other Court officers, who are absent during the whole period for which the Civil Courts are closed, and could not well leave their children to the care of strangers at the Sudder Station: so that it

often happens that for several weeks after the Zillah School opens, half the pupils are absent. The Committee recommend that, in addition to the Dusserah, 20 days in the year be allowed as holidays, the particular holidays to be given being determined with reference to local circumstances, by the Authorities of each Institution, in communication with the Inspector of the Division.

Junior Scholarship and University Entrance Examinations.

54. The Committee is decidedly of opinion that the Collegiate and University Examinations should be held at the same time as the School Examinations, that is to say, immediately before the Dusserah Vacation; but if this not approved, the Committee propose that at the commencement of what will, under the Committee's plan, be the new term, the Junior Scholarship, or University Entrance candidates at each Zillah School, should be formed into a separate or extra class for the five months or thereabouts that will intervene before their examination; and that during this interval, they should pursue their studies by themselves under the immediate direction of the Head Master, but with no more assistance from him in School than is perfectly compatible with the due progress of the proper first class of the term. This will give such candidates an extra five months for revision and preparation, after having already once read the University Entrance or Junior Scholarship course during the whole preceding term.

Weekly and monthly School Examinations.

55. As regards periodical examinations of a minor kind during the term, the Committee are of opinion that every Saturday should be devoted to a general review, by the Teacher, of the week's progress, and that on the last Saturday of the month, this review should comprise the work of the four preceding weeks. In the five lower classes, the questions and answers in all subjects but that of English Literature and Language should be in the Vernacular. In the four higher classes there should be a written Examination on the last Saturday of the month in some one of the subjects of study, the questions ranging over the whole portion of the course read up to date, and the particular subjects selected month

by month being so varied that during the term there shall be at least one such examination in each subject.

56. In addition to the examinations to be held in the several classes by their respective Teachers, the Committee are of opinion that the Head Master should on or about the 1st day of every month hold an oral examination in each of the classes below his own in such subjects as he may think expedient with the object of ascertaining the general progress made, and the manner in which the several subordinate Teachers have conducted their duties.

The Committee are of opinion that the due observance of this rule is of great importance, and they would further recommend that the Head Master should always send a brief report of the results of this examination to the Inspector of the division.

"Marks" 57. The proposal made in a letter to your address by the Inspector of Schools for South Bengal, of introducing the system of daily marks, with a view to secure continued and equable exertion on the part of students throughout the whole term, and to check the tendency to "Examination Cramming," came under the consideration of the Committee; and they agree in considering the system as highly calculated to improve the efficiency of School instruction. Notwithstanding some slight loss of time involved in the work of taking down the marks, the Committee think that it should be carried out in every class and in every subject; and that these marks should be reckoned as of equal value with the annual examination marks, in the award of Scholarships and Prizes. Mr. Woodrow's method of calculating the relative value of these marks (see Appendix II.) appears to the Committee to be, on the whole, the best that can be adopted.

Exercises in Analysis. 58. One very important means of making instruction a valuable mental discipline, the Committee think is to be found in the habit of *preparing Analyses* or abstracts, and they recommend that for this purpose, the students of the 7th and 8th year classes should, once a week, be employed in analysing several pages of some work of about the same standard, in point of difficulty, as that read by them in literature; suffi

cient time should be given them to allow of the portion so selected being read over carefully two or three times, and the book should be then taken away and each student required to write his analysis without reference to the book. In the case of the 8th year students, care should be taken to prevent their making any notes during the perusal of the extracts: in the 7th year this privilege may be allowed.

59. Before giving out any such passage or chapter, the Teacher should be careful to prepare a succinct note of the main points, so that when the exercises are handed in, he may at once see whether any of the points have been omitted or have been incorrectly stated.

Exercises in Speaking English and in discussion.

60. The Committee have had their attention called to the fact that the students of the Zillah Schools are, generally speaking, very deficient in the power of expressing themselves orally in English with that accuracy and ease which might be expected from the time and attention given to the study of that language, and that the same deficiency, to some extent, exists in respect to the Vernacular also. The Committee are of opinion that the influence which educated natives of this country should be prepared to exert is much diminished by this fact. They also think that the practice of speaking in the continuous and systematic manner required by public discussion not only tends to give greater command of language, but powerfully assists the mind to think correctly, and to quicken the mental powers generally. They therefore recommend that twice a month, the 8th and 9th year students should meet for the purpose of public discussion under the direction and guidance of the Head Master; that he should select a subject for discussion a fortnight before each meeting, taking care that it shall be one on which there must necessarily be a difference of opinion; and that he should endeavour to arrange so that two of the students shall open each discussion on opposite sides. The Head Master should point out to the speakers any inaccuracies of expression or argument into which they may fall, at the time, and at the conclusion may usefully add a few remarks his own. He should also take care that the discussion should be

confined to the particular question proposed for consideration. The Committee are of opinion that these discussions may, by a proper selection of subjects, be made instrumental in calling the attention of the students to important moral and ethical questions (for the systematic study of which there is no provision at present). The Committee recommend that the discussions shall be held alternately in English and in the Vernacular. The Head Master should also guide the students to such books as may bear upon the subject to be discussed.

Promotion of a taste for Reading.

61. One of the subjects on which you desired to have the opinion of the Committee was the plan proposed by the Inspector of Schools South Bengal for encouraging a taste for general reading among students. They think that the object would best be promoted in the following manner. The Inspector of the Division should, before the commencement of each term, draw up a list of popular works on History, Fiction, Travels, Voyages, Science, &c., from which list the students of the two highest Classes of each school shall be at liberty to select not more than three books for private reading during the term. At the Annual examination, any student may, on a special day assigned for the purpose, write, in the presence of the Examiners, an Analysis from one or more of the books so selected, of course without reference to any book or notes; and book Prizes shall be assigned to any number of such Analyses as the Local Committee may consider to deserve a reward; the value of the Prize in each case to be apportioned to the merit of the Analysis, and to be generally of such a character and price as to make these "Library Prizes," as they may be termed, an object of ambition among the students.

Library Prizes.

School Libraries.

62. As regards the promotion of a taste for reading among others than School students, the Committee think that wherever there is no Public Library at a Sudder Station, the Zillah School Library should be open to the Public as a Reading Room, and at a monthly subscription of not less than two annas. Subscribers should be admitted after School hours

and up to 9 o'clock, P. M. A Librarian should, in all such cases, be entertained, receiving his pay from the surplus funds of the School; and he should also be required to keep the School Books and Accounts. This last is an occupation of which the Head Master should, the Committee think, be everywhere relieved in order that whatever time he can spare from the instruction of his class, may be spent in the general superintendence of the School, and in such studies as are calculated to improve him in the knowledge of his profession. The Committee are also of opinion that, in addition to the privilege of reading at the School-house, the Library books may be circulated to subscribers paying a somewhat higher rate of fee than that just mentioned, but the enjoyment of this privilege by any person should be exercised at the discretion of the Head Master, and on the distinct understanding that it shall not interfere in any way with the prior right of the masters and pupils to the use of such books. The use of the School-Library by the Public should in every case be allowed only under distinct Rules to be previously sanctioned by the Local Committee.

Appointment of Librarian and Clerk in Zillah Schools.

63. As regards the expense of lighting the Reading Room, it must be met by the subscriptions, but should these not suffice it must be closed at dusk.

64. The Teachers and Pupils of the School should of course have free access to the Reading Room during the time that it is open to the public as well as in School hours.

65. Among secondary means of improvement, the Committee desire to call your attention to the value of Play-grounds and School Gardens. They think that every Government School should be provided with a suitable play ground, as spacious as possible, where the boys should have provided for them the usual apparatus for physical exercise. A flower garden should also be provided, not only as an important adjunct to the study of Vegetable Physiology, but as a very effective means to the development and refinement of the moral feelings. Hereafter, when prejudice has worn off (and pre-

Play Grounds and Gardens.

judice will wear off under the judicious advice and example of the Teachers), the pupils may themselves engage in Gardening. Whenever circumstances permit, a fruit and vegetable garden should be added, with special reference to practical instruction in Agricultural Chemistry.

Teacher's duty in connection with the Play-ground.

66. The Committee are of opinion that a very important part of a Teacher's duty is connected with the Play-ground. He should accompany the children there,—guide and assist in their sports, and avail himself of the superior opportunities there offered to mould the moral character. That this duty may not fall heavily on the Teachers, the Committee recommend that one, or where there is a large staff, two of them, shall take it turn about every week. These should be designated "Masters on duty," and the order of their appointment regulated by the Head Master, who should always exercise a general supervision over the School on the Play-ground The singing and marching on entering and leaving Schools adopted as part of the training of Infant Schools might be advantageously used in the three lowest Classes.

67. As regards School Discipline, the Committee considered that it was not desirable that they should draft an entire Code of Rules *de novo*, and they have therefore confined themselves to an examination of the Rules of the Hooghly College which were published under authority a few years ago, and made such amendments as seemed to be required. The amended Rules will be found in Appendix. (I.)

Rules for Zillah Schools relating to Discipline, &c.

68. There are a few points connected with this subject which may find an appropriate place here.

69. Under the plan mentioned at the commencement of this Report of having four Teachers of *subjects* in the first grade Schools, it is intended that each Teacher should have four hours of actual class instruction, and that during the fifth hour he should be required to sit with the class during the instruction of the Pun-

dit: and the Head Master will during that hour exercise his general supervision over the whole School.

70. The appointment of these Teachers of *subjects* in the higher class of Schools is not in any degree intended to affect the general authority of the Head Master over them.

71. The School hours should be from 10 A. M. to 4 P. M. every working day except Saturday, when the School should close at 1. P. M. In consideration of the half holiday on Saturday, the Committee recommend that Head Masters be instructed not to give their Assistants leave on private affairs, for portions of a day, except under very urgent circumstances.

72. As regards School punishments, the Committee are of opinion that although personal chastisement may, at times, be necessary as an extreme remedy, its indiscriminate and constant use tends to degrade the mind and vitiate the moral character. Corporal punishments should they think therefore, be inflicted by the Head Master alone, and only under extreme circumstances which render the painful remedy inevitable, when other means have been repeatedly tried in vain. Secondary punishments, whose influence and efficacy depend not only on the sense of shame, but on the ready appreciation of right and wrong, and on enlisting the finer feelings on the side of goodness, should be the general means of mental and moral training as to correction and School discipline.

Punishments.

END OF THE FIRST PART.

PART II.

Normal School for Teachers of English Schools, and Teachership Certificates.

1. The Committee are of opinion that measures are very urgently required for training the Teachers of the highest class of Schools in the art of teaching. At present there is no provision for such instruction, although the necessity of special and distinct preparation for the office of Teacher has long been recognized throughout Europe. The arguments in favor of such training are so obvious and well known that the Committee do not conceive it to be necessary to state them in this Report; and the Reports submitted to you by the Inspectors of Schools contain ample evidence of the evil of neglecting to provide the requisite measures. The Committee do not think it is too much to say that with properly trained Teachers a much higher standard of instruction will be obtained in a much shorter time than is the case at present; while the students of our Schools will not be mere "Parrots," but men possessing valuable habits of mind, as well as sound and practical information.

2. Questions in the art of teaching have recently been set at the examinations for Teachership Certificates, but this can be of very little use until some means are adopted to enable Candidates to acquire a practical knowledge of the subject. The nature of the measures which are required will now be stated.

3. The Committee are of opinion that the Collootollah and Hindu Schools should be "Model" Schools, where persons may learn and practise the art of teaching, under a well qualified Normal School Superintendent who should be assisted by the Head Masters of those two Schools.

4. As in the scheme drawn up by Mr. Hand, "Pupil Teachers"† will generally be students of these Schools or of the

* The Committee have carefully considered the views and proposals which have been brought to your notice by Mr. Woodrow and by Mr. Hand,—by the former in his letter to your address No. 323, dated the 13th May 1856 and the latter in an article published in the *Eastern Star* of the 24th May 1856, a copy of which is forwarded with this Report.—*Appendix J*

† The term is here used generally for all the Normal School pupils whether of the 1st, 2nd, or 3rd year. Mr. Hand applies the term to those of the 1st year only.

Presidency College, who are going on with their regular studies, at the same time that they are in training under the Superintendent. The Committee approve generally of the arrangements proposed by Mr. Hand, under which the Pupil Teachers would attend the Classes as students for three hours of the day, and as Assistants to the regular Teachers for two hours.

5. The Committee think that it should be optional with the Pupil Teachers to attend the Superintendent's instructions during one, two, or three years, certificates of corresponding proficiency being given to those passing the examinations held by him at the end of each of those three years respectively.

6. If a candidate succeeds in obtaining a certificate of qualification of the 1st year standard and shall also obtain two-thirds* of the marks prescribed for the Junior Scholarship Standard (under the improved scheme of study) he should be entitled to a Third class Teachership Certificate. A 2nd Class Teachership Certificate should be given to candidates able to obtain two-thirds of the marks fixed as the standard for the examination for 1st year College students, and the Normal Superintendents, 2d Grade Certificate (being a certificate of having passed the standard fixed for the examination of pupil Teachers held at the end of their 2d year of training) First Class Teachership Certificates should be given to candidates able to obtain two-thirds of the marks for the examination of 2d year College† students and the Superintendents third year or highest Class Certificate.

7. The Committee propose that these Certificates should take the place of the present Teachership Certificates and entitle the holders to promotion in the manner hereafter explained. They further recommend that each class shall be divided into three grades according to the marks obtained; and that no candidate shall be considered to have passed in any grade, who does not obtain half the number of marks fixed by the Superintendent for that grade.

* Persons who previously to joining the Normal Class have obtained only *half* the total number of marks prescribed for the Junior Scholarship Standard, will have to go over the Junior Scholarship course again in order to obtain two-thirds of the marks, as required by this paragraph.

† *i. e.* the Senior Scholarship Standard.

8. Considering that under this scheme, persons residing at a distance from the Presidency would find it difficult to obtain Teachership Certificates, the Committee propose that a Normal class shall be opened at each of the Mofussil Colleges, and a course of instruction in teaching introduced which shall correspond, as nearly as possible, with the Superintendent's 1st year course in Calcutta; the students attending the classes as Assistant Teachers under precisely the same arrangement as has been proposed in the case of the Calcutta Training Schools. Such a class should be superintended by one of the College officers specially selected by the Director on account of his fitness for this duty, and he should receive an extra allowance as Normal Superintendent. At the end of the year, the members of the class will be examined by written papers to be forwarded by the Superintendent in Calcutta; and if they come up to the standard above described, they should obtain third Class Certificates just as if they had been trained in Calcutta.

9. No Pupil Teacher should be admitted either to the Calcutta or Mofussil Training Schools unless he can bring a certificate of having obtained half the marks fixed as the standard of the Junior Scholarship examination, conducted according to the higher course of studies now to be introduced. Persons already possessing such an education as would enable them to obtain the Certificate of any particular grade, except in respect to the art of teaching, might attend the Classes as Pupil Teachers only; but they should be required, like other candidates, to pass an examination in general knowledge as well as in the art of teaching. In the 3rd year of his training course, the Pupil Teacher might be allowed (with the sanction of the Normal Superintendent and where vacancies will admit of it) to occupy the post of Officiating Class Teacher instead of that of Assistant to the Class Teacher.

10. In the event of its being ultimately found that under the scheme now recommended, a sufficient number of Teachers do not qualify themselves for the higher Class of Certificates, a few stipends might be given to 2nd and 3rd year students not holding either Scholarships or Junior Teacherships. There should not

be more than five stipends (of 8 Rs. each) for each year, and they should be awarded to those students who stand highest at the Normal Class examination of the previous year.

11. Any Pupil Teacher not passing, at the end of two years, the examination prescribed for the grade to which he belongs, should be struck off the Rolls.

12. The Committee would, before concluding, express their opinion of the extreme importance of selecting a Superintendent who shall possess special qualifications for his important duties, both in respect to mental character and actual experience of the duties to be performed.

13. As already stated, the Committee are of opinion that the Certificates to be granted under the foregoing scheme should take the place of the Teachership Certificates now in force; and they think that the Rules relating to those Certificates and to the promotion of Teachers should also undergo some modification.

They are of opinion that the following Rules on this subject should be adopted.

I. No person shall in future be allowed to enter the Education Department who does not hold a Teachership Certificate.

II. There shall be three Classes of Certificates, and three grades of Certificate to each Class.

III. The maximum Salary given to a third Class Certificate holder shall be Rs. 40 per mensem. No person holding a Certificate of that Class shall be appointed to a post of which the salary is Rs. 40 per mensem, unless he has served as a teacher for two years, nor to one of Rs. 30, unless he has served for one year.

IV. The maximum salary given to a 2nd Class Certificate-holder shall be Rs. 120 per mensem, (the highest salary recommended by the Committee for the Head Masters of the secondary Schools). A person holding a certificate of this Class may be appointed to a Teachership of Rs. 40 a month without previous service, to a post of 50 Rs. after one year's service as a teacher; to one of Rs. 80 after two years' service; and to one of Rs. 120 after three years' service; this service being in every instance, (as regards teachers

appointed after the promulgation of these Rules) reckoned from the date of obtaining the Certificate.

V. A first Class Certificate shall entitle the holder to appointments of which the salary is Rs. 250 and under: but no person shall obtain an appointment of more than Rs. 100, under three years' actual service as a Teacher.

VI. Where two persons who are candidates for the same vacancy, hold the same grade of Certificate, preference will be given, as at present, to the candidate possessing the highest claims in point of seniority and character as a Teacher.

14. The Committee recommend that the new Teachership Certificate Rules shall be held applicable to all Teachers at present in the Department, at the end of two years from the date of their promulgation. That is to say, that, at the end of that time, they will be obliged to produce Certificates from the Normal School Superintendent, of the class requisite to enable them to hold their appointments; but the examinations which they will have to attend for these Certificates shall be such as can be passed by reading the Books prescribed by the Normal School Superintendent.

The Committee would have been glad to recommend the adoption of the arrangements for the instructions of Teachers now in the Department, described in the 9th, 11th and 12th paragraphs of Mr. Woodrow's Report, but they hardly think it would be found practicable to carry out that plan.

Teachers Meetings.

15. This important object of enabling Teachers to obtain a knowledge of their profession may in some measure be promoted, the Committee think, by bringing the Teachers together periodically for the purpose of discussing Educational questions, of stating the results of their respective experience, and of considering new modes of instruction, &c. &c. Such meetings will not only promote thought and knowledge, but tend to raise the character of the members of the profession and enable them to appreciate more keenly the value and importance of the great trust devolving upon them. To carry this out, the Commit-

tee recommend that, by degrees, a system of yearly and monthly meetings be organized, somewhat after the plan described in the extracts from a Work by Bishop Short which are appended to this Report, (K.) There will be practical difficulties in carrying out the plan thoroughly at first, but a beginning might be made under the superintendence of the Inspectors.

16. The Teachers of Collegiate and Zillah Schools, of Anglo-Vernacular and of Vernacular Schools might severally meet once a month at some central place in each district for the purpose of discussions and the reading of papers The English School Meetings would be attended by those engaged in imparting knowledge through the medium of the English language,—the Anglo-Vernacular School Meetings, by those who teach Science in the Vernacular, and English as a language; and the Vernacular School Meetings, by indigenous School Teachers. The Meetings should be open to pupil Teachers and to the students of the highest class of each School.

17. The Committee would also recommend yearly meetings at each Collegiate School, and Central or Superior Zillah School,—at some Model Vernacular School or Normal Vernacular School, where there should be an examination of the students by the Normal School Superintendent or the Inspector, &c., in the presence of the assembled Teachers, followed by a meeting for discussion or lecture, &c., as described by Bishop Short. The Head Master of the Superior School, the Superintendent of the English Normal School, or the Inspector of the Circle would preside at the English School Meetings; and the Superintendent of the Vernacular Normal School, or one of the Sub-Inspectors at the Vernacular or Anglo-Vernacular School Meetings. The President might perform the duties described by Bishop Short as belonging to the Secretary. The best time for these meetings would be just before the closing of the Schools for the Dusserah, the School at which the meeting is held being kept open a few days longer than the others, but the day of meeting should be so fixed as to allow three clear days from the close to the Doorgah Poojah. These meetings should be open to all

Teachers, Government, Missionary, or private; the Government paying the *bonâ fide* travelling expenses of their own Teachers.

18. The Committee would further propose that a brief account of the subjects stated or discussed, and of the essays read at each of these meetings be forwarded by the President to the Inspector of the Circle; and a like account of the yearly meetings, with the names of all present, be sent through the Inspector to the Director of Public Instruction.

END OF THE SECOND PART

PART III.

"Intermediate" or Anglo-Vernacular Schools.

1. The Committee have had under their consideration the correspondence which has recently taken place on the subject of a class of schools which are intermediate between the purely Vernacular or Village Schools and the English or Zillah Schools.' They are the result of the increasing desire which manifests itself among the middle classes to obtain an English education for their children, and are set on foot by persons who living at a distance from the Sudder Station, and who, being of comparatively humble means, are unwilling to send their children to a distance from home for their education, and unable to pay the high rate of Schooling Fees levied in Zillah Schools. The persons whose children resort to these intermediate schools are mainly Tradesmen, petty Talookdars, Omlah, &c., who are able to pay a schooling fee of about 8 annas a month. They have generally one of the two following objects in view;—either to enable their children to prepare themselves for entering the higher English Schools, after obtaining a knowledge of the elements of the subjects there taught, and so to avoid the necessity of sending them to the Sudder Station or to another District during their earlier years; or, in the second place, to enable them to obtain as much knowledge of English, and no more, as is sufficient for becoming inferior Clerks, Copyists, Salesmen, Hawkers, &c., without resorting to the Zillah school at all.

2. At present, the instruction conveyed at these schools professes to reach the standard of the fifth or sixth year class of a zillah school,—and the establishment generally costs about eighty Rupees a month, consisting of a Head Master on a salary of forty or fifty Rupees a month, and an Assistant on about Rupees twenty or twenty-five.

3. The Committee are unanimously of opinion that the tendency of such schools is to aggravate a very serious evil which has more than once been brought to your notice in the Reports of the Inspectors of Schools, viz., the substitution of a very imperfect and

inaccurate knowledge of English, with a still smaller knowledge of other things, for that higher education which, while giving full and accurate information of a practical kind, would at the same time, strengthen the faculties of the mind. Under the present system, the schools in question merely serve to create a class of persons who, while too ignorant of English to be able to rise to a higher position in life, and possessing no knowledge or mental training which would enable them to exercise a healthy or enlightening influence on those around them, are, in consequence of the superiority which their English School education gives them in their own eyes, unwilling to follow the calling of their fathers, and are consequently discontented with their position in life. The number of this class of schools, it may be observed, is increasing rapidly under the grant-in-aid Rules.

4. The Committee are sensibly alive to the importance of making the education at these Schools,—acting as they do upon that very important section of the community known as "the middle classes,"—a means of diffusing throughout the country, knowledge of a practical kind, bearing on the daily wants and occupations of life, and of enlightening the masses generally: And they firmly believe that to do this, such knowledge should be imparted through the medium of the *Vernacular*. It can hardly be necessary to prove by detailed arguments, that the medium of instruction for any people should be *their own* and not a foreign language. The Committee would advert merely to two facts; first, that knowledge must obviously be more accurate and real when imparted in a language already familiar than when the medium used is a foreign tongue, the acquisition of which is in itself difficult, and secondly, that a far greater amount of knowledge can be imparted through the Vernacular in a given time, and for a given expenditure, than through English, and time and expenditure are important considerations to the classes who frequent these Schools.

5. The only question upon which any difference of opinion exists among the Members of the Committee is, how far the present

class of Teachers and the present Text Books are sufficient for the communication of full and accurate knowledge in Mathematics, History, Geography, and Natural Philosophy. They are however quite agreed that all the requisite means may be provided in a very short time; and that steps should be taken at once to provide such means.

6. They recommend the adoption of two principal measures. The first has reference to the course of instruction to be adopted in these Intermediate or Anglo-Vernacular Schools. It is quite clear that unless the main object with which these Schools are established and supported by their projectors, viz., *instruction in the English Language*, is properly provided for, they will be abandoned, or will not be established at all; and a most important means of educating the Middle Classes of the country will thus be lost. Sufficient provision for this end must therefore be made, whatever may be the relative importance of the other subjects of instruction.

Course and Instructive Staff.

7. The Committee do not think that this object will be attained unless an hour and a half daily is devoted to instruction in the English Language, during the three first years of the School course, and two hours daily during the three last years; and for the same reason they are of opinion that a salary of not less than Rupees Forty per mensem, must be given to the Teacher of English. Where the income raised is not more than Eighty Rupees a month, there remains but Forty Rupees for the rest of the establishment. Of this, Rs. 30 should be allowed to the Vernacular Teacher of Mathematics and Geography, &c.; and the balance of Rs. 10 devoted to the entertainment of a Pundit for the instruction of beginners, if the School is a large one; or to the entertainment of a servant and contingent expenses, if the School is a small one. When, however, the income of such a School, as is frequently the case, rises above the amount above assumed as the average, the surplus should be devoted to the increase of the Vernacular Teacher's salary, so as to secure the result of having the most important and valuable part of the School course, taught with the utmost possible effectiveness.

8. The Committee would here take the opportunity of recommending that grants should not be sanctioned for Schools of this class, unless the income, inclusive of the grant, amounts to Eighty Rupees a month. With a less income than this, no useful or efficient Anglo-Vernacular School can possibly be carried on

9. It may seem objectionable to give the English Teacher a higher salary than the other; but no one who has not reached the standard fixed for admission to the University is, in the opinion of the Committee, competent to teach English with real efficiency, under our present system of tuition; and no person who has reached that standard, would be found willing to go into the Mofussil as a Teacher, in a private School, for less than 40 Rupees a month. Moreover it must be remembered that in the schools now under consideration, the English Teacher will also be Head Master of the School, and will be specially selected on account of his fitness to exercise the duties of general superintendence and control.

10. The Committee are so convinced of the soundness of the conclusion at which they have arrived, that they recommend that, in future, no grant be sanctioned for Schools of this class, unless the Managers agree to have the School conducted on the system now recommended, viz., that under which all subjects, except the English Language itself, shall be taught through the medium of the Vernacular.

11. The next measure has reference to the selection of Vernacular Teachers for these Schools. The Committee would recommend the immediate formation of a Training School at the Sanscrit College for the Teachers of these Anglo-Vernacular Schools. Their number is not likely, for some time, to be very great, as compared with the Village or Vernacular Schools, the amount of private contributions required for their establishment being considerable; and the measure now proposed may therefore be carried out on a small scale at first.

Training School for superior Vernacular Teachers.

12. A Normal Class might at once be formed, consisting principally of pupils of the Sanscrit College who have in Mathematics, Geography,* History, &c reached the standard of the 2nd Class in a Zillah School, or thereabouts; or of pupils who are of six or seven years' standing in the Sanscrit College. From the time they enter the Normal Class, they should lay aside the study of the English and Sanscrit Languages altogether, and confine themselves exclusively to the other branches of the College Course. They should attend the Normal Class for two hours daily, and of course, teach in the presence of the Superintendent of the class. The Committee are of opinion that, if possible, a person should be appointed to the post of Superintendent who has some acquaintance with the art of training as practised in Europe. A thorough knowledge of the vernacular, and the power of explaining with clearness and accuracy in that language, are essential qualifications.

* Mathematical and Physical.

13. The Committee have considered the possibility of carrying out this plan with the existing Normal Schools, but after full consideration, and with every desire to avoid recommending unnecessary outlay, they do not think this can be done. The persons now being trained in the Hooghly and Calcutta Normal Schools, (mainly persons of the *Gooroo Mohashoy* class,) are not likely to be fit for the appointments now under consideration.

The Committee are moreover informed that the whole time and attention of the Superintendents of these Institutions are already fully occupied with the training of Village School Teachers, and there is no doubt that their duties are daily becoming more onerous. It will be obvious, too, that a higher, and somewhat different course of training, would be requisite for the preparation of Teachers who are to take charge of the Class of Schools now in view.

14. The Committee are on the whole prepared to recommend that the Rule, which they have before alluded to, of withholding any new grants from Schools of this class, unless the projectors agree to adopt the system now in view, should be put in force at

once, and without waiting until a Class of Vernacular Teachers has been trained for the purpose in the proposed Normal Class of the Sanscrit College. There will be some difficulty at first, arising from want of experience on the part of such Teachers, and from want of Vernacular Class Books of a higher description than those now in use in the improved Vernacular Schools; but the Committee believe that these difficulties may soon be overcome.

15 As regards the Class Books, they would remark that some time must elapse before the pupils of these new schools will have become sufficiently advanced to make it necessary for them to use other books than those already prepared for the Model Vernacular Schools. But the Committee recommend that immediate steps be taken for the preparation of a complete series of more advanced works in Mathematics, Natural Philosophy, and Geography, &c., and perhaps the works on these subjects already prepared with so much care under the direction of the Government of the N. W. Provinces, might with advantage, be put into the hands of competent Translators and Editors, instead of attempting the compilation of works *de novo*.

16. In conclusion, the Committee desire to state that they are of opinion that the lower grade of zillah schools should gradually be conducted on the plan recommended for the Intermediate schools, but without reducing the emoluments at present drawn by the Teachers; because it will be quite as difficult to secure the services of men competent to teach with real efficiency, the Zillah School course through the medium of the Vernacular, as to secure the services of the men who at present teach those subjects through the medium of English.

17. The Committee make this recommendation because they think that the system of imparting instruction in Science through the medium of the Vernacular instead of a foreign language is true in principle as regards all schools of whatever grade. This should not, however, be attempted until properly trained Teachers are available; and there may be difficulties at first in carrying out the principle, but it is one which should not be lost sight of.

18. A sketch of the course of studies which may, for the present, be usefully adopted in these schools, will be found in the Appendix (L.) From the circumstances already alluded to in the foregoing paragraphs, the course is necessarily imperfect, and can only be regarded as a temporary one. It is intended to be equivalent to the nine years' course laid down for the Zillah Schools; and the Committee hope that the students may ultimately be able to attain the Junior Scholarship Standard in six years, a saving of three years being effected by the system of having all the subjects, but one, taught through the medium of the Vernacular.

END OF THE THIRD PART.

PART IV.

Course of Instruction for Vernacular Schools

1. The Inspectors of Schools have given, and are still giving such unremitting attention to the subject of Vernacular Schools and Vernacular Education, that the Committee have not considered it necessary to make many suggestions on this subject. After reviewing the course of instruction adopted in the Hindu Patsallah, the Model Schools, and the Aided Schools of the South Division, the Committee have drawn up a course of their own (Appendix M.) which it will be seen extends over 6 years. This is probably a longer term than will be usually passed at such Schools by those who attend them; but the Committee consider it right to provide as complete a course as possible, in the hope that some at least might be induced to stay the whole term of 6 years. Even as it is, they have been unable to make provision for many subjects of importance, for want of time for their proper treatment. A Time-table accompanies the course.

2. Most of the principles insisted upon, and the plans recommended in the 1st part of this Report, in regard to modes of teaching, the promotion of a taste for study in English Schools, &c. &c. are equally applicable to the case of Intermediate and Vernacular Schools; and the Inspectors will doubtless see them carried out in these Schools as well. The Committee would merely remark that object lessons, on the Gallery system, and the modes of instruction adopted by Pestalozzi, under proper modifications, are of great importance in such Schools; and that due provision should be made for their introduction, by accustoming the pupils of the Normal Schools to teach by such methods.

3. While, however, such a system of instruction should be adopted at these Schools as will best promote the healthy development of all the mental faculties, practical instruction in such things as the pupils will find useful in their several conditions of life should not be neglected. In attempting to attain this object, the popularity and influence of the *Gooroo Mohashoy* class should not be lost sight of.

4. In laying down a course for Vernacular Schools, the Committee had their attention drawn to the great obstacle to the progress of education among the poorer classes, in the high price of existing Vernacular School Books ; and they thought it right to point this out to Pundit Eshur Chunder Vydyasagur, under whose direction and superintendence some of the best works of this class have been published : For not only is the price at which these books were originally published, very much higher than would have been the case had a cheaper description of type and paper been used, but lately the price of the whole series of his works has been considerably raised. The letter addressed to Pundit Eshur Chunder Vydyasagur on this subject, is herewith appended (N), together with his reply (O). It will be seen that he declines to reduce the price. The Committee recommend that the Government be moved to purchase such of the works in question as are considered necessary for Vernacular Schools; and to re-publish a large impression of them in the cheapest possible form. The Committee believe that works of this class may be printed at a rate not exceeding 50 pages for the Anna.

HODGSON PRATT.
H. WOODROW, M. A.
R B. CHAPMAN.
PEARY CHURN SIRCAR.
J. K. ROGERS.
J. LONG.
ROBT HAND.

END OF THE REPORT.

APPENDIX A.

Calcutta, dated 25th July, 1856.

My dear ———,

It is proposed that the Committee of which you have kindly consented to be a Member should hold its first Meeting at my office on Tuesday the 5th Proximo at 4 P. M. when I hope it will be convenient to you to attend. The other Members besides yourself are

The following are the principal subjects that I am anxious to have brought before the Committee and to have its aid and advice in framing Rules about.

1st. A proper course of instruction and set of Class Books for the several classes in Schools of the three kinds to be mentioned below.

2d. A proper scale of instructive establishment for each kind of school.

3d. A system of occasional Examinations of marks or of taking places, under which the progress of the pupils may be tested and recorded from time to time during the Session instead of at only one Examination held at the end of the year.

4th. The age of entrance and of superannuation at each kind of school

5th. The vacation or vacations (if any) to be allowed in each school.

6th. Whether it is desirable and practicable to introduce the Pupil Teacher system into Government or other schools and if so under what Rules

7th. In what way a taste for private reading may be best encouraged and developed among school pupils or other persons through the instrumentality of schools and school Libraries including herein the question of throwing open school Libraries to the Public on payment of a small fee.

8th. In what way substantial encouragements may be afforded to the study of subjects not included in the regular school course *e.g.* Horticulture, Agriculture, Chemistry, Ethics.

9th. Any other subjects connected with schools in regard to which it may seem to the Committee desirable to introduce any improvement or reform may of course be also taken into consideration.

The schools above referred to may be considered as of three kinds or classes.

1st. English schools* in which instruction generally is conveyed through the medium of English.

* The amount and degree of Education to be conveyed in the highest class of schools will naturally be regulated and limited by the standard of the University Entrance Examination.

2d. Anglo-Vernacular in which English is taught as a language only, and all other subjects are taught in the Vernacular.

3d. Vernacular Schools in which the Vernacular only is taught or used as a medium of instruction.

Believe me,

(Signed) W. G. YOUNG,

Director of P. I.

APPENDIX B.

SCHEME OF STUDIES FOR ENGLISH SCHOOLS

1st Year.

LANGUAGE.

English. *Reading.*—Dunning's Phonic System; six steps of the Course. (The Text Book to be prepared)—With the first two steps will be used *the Graduated Course of Instruction*, Form, Parts 1, 2, and 3.

Penmanship—Straight and Curved Strokes—Capital and Small Letters—*Collinson and Bailey's Gradatory Series of Copy Books.* Or some similarly graduated exercises.

Bengali: *Reading and Explanation.* The Shishu Shikyah Part 3.

Dictation from the Class Reader

Penmanship—Ramchunder Mitter's Copy Slips

SCIENCE.—*Arithmetic*—A general idea of the principles of Addition, Subtraction, Multiplication, Division, and Fractions, by means of sensible objects, the Arithmeticon, the Pestalozzian Board, &c. With this Course will be used the *Graduated Course of Instruction*, Number (all the steps), and *Model Lesson* Part 1, Number.

The principles of Numeration, with simple exercises in the notation of numbers.

N. B.—The Committee wish it to be distinctly understood that whenever better Books on any subject than those here named are published, the latter should of course be substituted.

*Mental Arithmetic.**—Suitable Exercises in connection with the above course—*Bomwetsch's Treatise.*

Common Things.—(The Graduated Course of Instruction.) The two earliest steps of instruction on—The Human Body, Physical Actions, Animals, Pictures, Size and Color; and the *first step* in Moral Instruction. The Teacher's Guide, "Model Lessons" Parts 1 and 2.

Drawing.—Simple Exercises in linear sketching.

Remarks.—The Bengali language is to be, in this class, the medium of instruction in Science, which must be given orally and by *Gallery* Lessons. The Teacher's Guide will be *the Model Lessons*;—the Arithmetic for young children, published by the Society for the Diffusion of Useful Knowledge, the Shishu Shikya; the Gonitshar, &c.

In this and in every class, the Interrogative and Picturing out method of teaching should be adopted as far as possible.

2ND YEAR.

LANGUAGE.

ENGLISH: *Reading and Explanation.*—The two remaining steps of Dunning's Phonic System† (Text Book to be prepared); *Viva voce* Spelling and very easy Dictation, first of words, and then of simple sentences.

Elocution.—Easy pieces of Poetry learnt by rote (after explanation) and recited, either individually or simultaneously. Reading also to be both individual and simultaneous.

* With regard to Mental Arithmetic, exercises are to be given, in each class, in the same rules that the students have learned in written Arithmetic.

† Explained in the 3rd vol. of Educational Expositor.

Penmanship.—An advanced course : *Collinson and Bailey's Gradatory Series of Copy Books.*

BENGALI : *Reading and Explanation.*—Bodhodoy.

Dictation.—From the Class Reader.

Translation.—Easy exercises in idiomatic translation into Bengali, from the English sentences in the *Bakyabaly*, and from the English Class Reader.

Composition.—Familiar account of ordinary or domestic occurrences.

Penmanship.—R. C. Mitter's Copy Slips

SCIENCE.—*Arithmetic.*—The Numeration scale of Integers and Decimals fully explained, with difficult exercises in the notation of numbers: The four Cardinal Rules of Arithmetic, with familiar explanation of the *Rationale* of each process: The Multiplication Table, and Tables of the Common Coins, Weights and Measures of the country. (The pupils are to be provided with note and exercise books in every class, from this upwards.)

Mental Arithmetic.—Suitable exercises in connection with the above course. (*Fyfe or Rogers*, until a work is prepared for the country after the method of *McLeod's.*)

Common Things.—Last year's course revised, and English *terms* taught. *New Course.*—The Human Body, 3rd step;—Physical Actions and Employments, 3rd step;—Animals, 3rd step;—Objects, 1st, 2nd and 3rd steps;—Size, 3rd step;—Color, 3rd and 4th steps;—Weight, 1st and 2nd steps;—Moral Instruction, 2nd step. (Teacher's guides as before; and the Lessons on Objects (Miss May's) 1st and 2nd Series, with occasional exercises as in the *Graduated Course*, pages 102 and 106.)

Drawing.—Exercises in linear sketching.

Remarks.—The rationale of the Arithmetical operations must be explained in the Vernacular, and Instruction in the Science of Common Things be given in the same, by *Gallery Lessons;* but English terms should be carefully taught in this class, and the pupils accustomed to distinguish by them.

*In *Arithmetic* the pupils will have printed Arithmetical Exercises, for *home practice*, with Blank Books to enter them in. These are to be submitted to the Teacher.

The Teacher's guides in his instruction—Tate's and Hugo Reid's Arithmetics, and the Science of Arithmetic, by Dr. Cornwell and Mr. Fitch. As a guide to the method of exercising children in Mental Calculation—The Arithmetic for Young Children, published by the Society for the diffusion of Useful Knowledge. (The Pestalozzian Board to be used.)

3RD YEAR.

LANGUAGE.

ENGLISH: *Reading and Explanation.* The text book to be prepared.

Elocution.—Suitable pieces of Poetry as before.

Dictation.—Easy pieces and *viva voce* Spelling.

*With reference to the question whether it should be compulsory upon every student to provide himself with a copy of Arithmetic or not, the Committee deem it sufficient if the boys of the lower classes supply themselves, each with a cheap set of printed exercises, similar to those used in the General Assembly's Institution, it being left to the Teacher to give oral instruction in the principles of the rules In the higher classes also, it should be optional with the students to purchase or not, the text book on Arithmetic named in the course; but if they are required to purchase any, Bernard Smith's should be the work. For the guidance of the Teachers in the lower classes, the Committee recommend the use of Tate's Arithmetic, as also Hugo Reid's treatise for the explanation of the principles, and Pitman's work for exercises adapted to the country, and that the Masters be furnished with these books, and in the higher classes, with a copy of Bernard Smith's Arithmetic, and Newmarch's.

Penmanship—a suitable course. *Collinson and Bailey's Series of Copy Books.*

Translation into English—Easy conversational sentences from the *Bakyaboly.*

BENGALI :—*Reading and Explanation.*—Nitishar ; with easy etymological exercises, and the English synonymes of familiar words.

Dictation from the Reader.

Translation into Bengali from the Bakyaboly, and Class Reader (as before.)

Composition.—Anecdotes and Narrative pieces in general.

Grammar.—Keith's Bengali Grammar—the whole —with exercises from the Reader. (Teacher's help and reference Book—Shamachurn's Grammar.)

SCIENCE:—*Arithmetic.*—Revision of last year's course. *New Course.*—The Tables of Native and English Coins, Weights and Measures; the Compd. Rules; Reduction : (Books as before.)

Mental Arithmetic.—Suitable exercises.

Topography.—The Graduated Course of Instruction: —PLACE 1st and 2nd steps. Teacher's Guide.—Model Lessons Part 1 ; Geography for young children, (Home and Colonial School Society's;) and Sullivan's method of teaching Geography ;—See also Dunn's Principles of Teaching.

Common Things.—Revision.—New course—The Human Body, 4th step ;—Animals, 4th step ;—Size, 4th step ;—Color, 5th and 6th steps ;—Objects, 4th step ;—with Lessons on Objects, 3rd Series ;—Morals, 3rd step ;—with occasional exercises, as in Model Lessons Part 2, and in *Grad. Course,* page 109.

Remarks.—Collateral information is to be judiciously given in explanation and illustration of the text book. Portions of lessons are to be occasionally reproduced

in the Vernacular, from memory. The Arithmetical Exercises should be chiefly adapted to the coins, &c., of the country: Pitman's Local Arithmetic will furnish the Teacher with examples. English should be gradually and judiciously used in the communication of instruction. The lessons on Common Things must still, in the main, be given in the Vernacular; but the pupils should be constantly and carefully exercised in distinguishing by English terms; and should be encouraged to express themselves in English.

4TH YEAR.

NGUAGE.

ENGLISH *Reading and Explanation.*—The text book to be prepared.

Elocution.—Suitable poetical pieces to be understood, committed to memory and recited, as before

Orthography and Orthoepy.—"Sullivan's Spelling Book superseded," pages 19—74, with

Dictation from the Class Reader.

Conversational Exercises.—1st and 2nd steps of *the Graduated Course of Instruction.*

Translation into English as before, and from Easy Bengali Anecdotes (Percy Anecdotes).

Grammar.—Taught after the method explained in Tilleard's Lectures (Educt. Exp.) and in Dunn's Principles of Teaching—Course, Etymology and Syntax, (Text Book for the Pupils, Allan and Cornwell's Grammar for Beginners.) Easy Exercises in parsing from the Class Reader.

Penmanship.—Collinson and Bailey's Copy Books.

Bengali.—The History of Bengal (Ishurchunder's) with etymological exercises and English synonymes of familiar and ordinary words.

Dictation—from the Class Reader.

Translation—from the English Reader and from works not previously read of about the same standard

Composition—Narrative and descriptive pieces. Letter writing *(Potrokomody.)*

Grammar—Shondhee and Declensions—*Shamachurn's Grammar*, with exercises from the Class Reader.

Penmanship.—R. C. Mitter's Copy Slips.

SCIENCE.—*Geography* and *Topography.*—The Grad. Course of Instruction—PLACE, 3rd and 4th steps.—*Bengal* being substituted for *England*—(See Model Lessons Part 2nd.) *Further Course.* The Zillah with the Districts that bound it.—The Figure of the Earth—its distribution into Land and Water—the Geographical terms, the situation (relative and absolute) of the chief divisions of land and water.—The outlines of the Earth.—Instruction to be oral, after the method of *Gallery Lessons*, with the help of the Terrestrial Globe, Skeleton Charts, and Johnstone's Chart illustrative of Geographical Terms—(Text Book for Pupils, Chamber's Geographical Primer;—Teacher's Guides, Sullivan's Geography generalized, and Adam's Geographical Word Expositor.)

Arithmetic.—Revision of last Course—New Course—The Greatest Common Measure and the Least Common Multiple—Vulgar Fractions and Decimals—(Teacher's Guides as before, and Newmarch's and Bernard Smith's Arithmetic).

For the pupils, printed Exercises as before.

Mental Arithmetic.—Suitable exercises in connection with the above course.

Geometry.—The definitions of the 1st Book of Euclid's Elements: (Text Book, Pott's.)

Common Things.—General Revision of the last Course.

New Course.—Objects, 5th step of the Grad. Course and 4th Series of the Lessons on Objects. The Human Body, from "The House I live in"—9 Chapters—Moral Instruction, 4th step—With the Composition and manufacture of articles of common use in the Country. (The kind of instruction given in the Child's Guide—the Early Instructor—The Catechism of common things—and like works.)

Remarks.—From this class upwards, instruction should, as much as possible, be given in the English language, the Vernacular being used only for explanation of difficulties. The substance of a lesson might occasionally be required from the pupils in the Vernacular, in proof that it has been thoroughly mastered. Conversation in the class (except in the Bengali hour) whether with the Teacher, or one with another, should be in English, the Teacher correcting errors, and encouraging the boys to correct one another.

5TH YEAR.

LANGUAGE.

ENGLISH: *Reading and Explanation.*—The text book to be prepared.

Elocution.—Suitable poetical pieces as before.

Orthography and Orthoepy.—Sullivan's Spelling Book superseded, Page 75—142, *except is exceptandis.*

Dictation—from the Class Reader or other similar works.

Conversation—on various topics between teacher and pupils.

Translation—into English, from the History of Bengal, (Ishurchunder Vidyasagur.)

Composition—after Dunn's method—Principles of Teaching—Easy Descriptive Exercises from the 5th Series of the Lessons on Objects.

Grammar—The Classification and Inflection of words—Allen and Cornwell's Large Grammar for the Pupils—Conman's Grammar as the Teacher's Guide—Parsing from the Class Reader.

Penmanship.—Collinson and Bailey's Copy Books.

BENGALI: *Reading and Explanation*—Patamritta, and part of Nitibode—with etymological exercises and English synonymes of the more difficult *words* and *phrases.*

Translation—into Bengali from the English Class Reader, and from other works of the same standard, not previously read.

Composition—as before—Historical exercises, History of Bengal;—the 5th Series of the Lessons on Objects—Letter writing—*Patro Komody.*

Grammar.—The Verbs and Syntax—Shamachurn's Grammar.—The Etymological Primer or Dhatoomala.

Penmanship—R. C. Mitter's Copy Slips.

SCIENCE.—*Geography.*—Asia, its political divisions and natural features—the particular geography of Hindoostan from Symonds' Introd. to the Geogr. of India—and of the other Countries of Asia from Ewart; with information, historical, physical, and ethical—Teacher's Guides, Symonds, Ewart, Ewing, Sullivan, and Allan and Cornwell. The instruction to be orally given as in Gallery Lessons, the Teacher rendering his lessons interesting by va-

ried information, of which the pupils are to take notes, in note books provided for the purpose.

Map Drawing.—Outline maps copied on a reduced scale—then sketched from memory—the outlines filled up by copying, and from memory—Sketching of Maps on the black board.

Arithmetic.—Proportion—Practice—Simple Interest.—Books as before.

Mental Arithmetic.—Suitable exercises in connection with the above Course.

Algebra.—Algebraical notation and the four Cardinal Rules—Text Book Colenso's Algebra, Part I.—Teacher's Guides—Wood's Algebra by Lund—Sutcliffe's Algebraical Exercises, and Peacock's Algebra.

Geometry.—The 1st Book of Euclids Elements with Deductions—Text Book, Pott's Euclid—Teacher's Guides, Colenso, Lardner, and Thompson.

Common Things.—Lessons on Objects the 5th series. The Model Lessons, Pt. 3d, Seeds, Leaves, Flowers. The Human Body. The remainder of "The House I live in." The composition and manufacture of various Articles of use and consumption among both Europeans and Natives—A more extensive Course than the one of the previous year;—source of information the same.

Remarks.—In the study of Proportion as part of the Arithmetical Course, the use of the Symbol for the unknown quantity or required term, is recommended.

There should be every year, a general revision of the Course in Arithmetic, Geography and other branches of Science. In Geography, in addition to such revision, the Teacher should take the opportunity of every geographical allusion that occurs in the Class, to keep up his pupils' acquain-

tance with the various countries of the Earth.—In the *several* branches of Mathematics, from the 2d year Class upwards, the black board should be regularly used in giving instruction—one of the pupils in turn should also be required to work exercises before the Class, his fellows correcting his mistakes. In addition to their class exercises, there should be exercises marked off in the Pamphlet of printed exercises, to be solved at home. These are to be entered in an exercise book, and submitted to the Teacher for correction.

6TH YEAR.

LANGUAGE.

ENGLISH: *Reading and Explanation.*—Text book to be prepared.

Elocution.—Suitable poetical pieces—as before.

Etymology.—"Sullivan's Spelling Book superseded," Page 152—192.

Dictation.—A sentence or a member of a sentence to be once read to the pupils, who are to write it afterwards exactly or in substance.

Conversation—on various topics, between pupils and teacher.

Translation—into English from the History of Bengal, (Ishurchunder's,) or any similar work.

Composition.—More difficult exercises after the last year's plan—abstracts of lessons from the Reader—or the substance of a lesson written from memory. Letter writing.

Grammar—Syntax—The laws which regulate the combination of words—Punctuation. (Allan and Cornwell's Large Grammar.) Frequent Exercises

in parsing from the Class Reader, and in correcting false Syntax—(*Conon's 'Grammar for the Master.*)

Penmanship.—Collinson and Bailey's Copy Books.

BENGALI.—The whole of the Nitibodh—Reading and Explanation.

Translation—into Bengali from the Class Reader, and from works of the same standard not previously read.

Composition—Essays on various easy subjects, historical and ethical:—Occasional exercises in Letter writing.—"*The Scholar's help to Classical Letter Writing,*" might be used.

Grammar—The remainder of Shamachurn's Grammar.

SCIENCE.—*Geography.*—Revision of last year's Course. New Course:—Europe, its political divisions and natural features; the Geography of the British Isles in greater detail, with information, historical, physical and ethical. Text Book, Ewing's Geography—Teacher's Guide as before.

Map Drawing—of Europe and its countries, after last year's method.

Physical Geography—Gallery Lessons on the Elements of Physical Geography—Master's Guide,—The Elements of Physical Geography published by Groombridge and Son. The pupils are to be furnished with note books.

Mathemdtical Geography—The use of the Terrestrial and Celestial Globes; and popular outlines of Astronomy—as in Ewing's Geography.

History—Indian History—The Mahomedan and British periods—Elementary lessons to be given by the teacher after the manner of Lectures.—The pupils will be furnished with note books which are to be submitted for the Teacher's revision—Teacher's

guides, Elphinstone and MacFarlane—and as to *extent of details*, Marshman's Histories of India and Bengal.

(*N. B.*—The chapters in Elphinstone on Chronology, Philosophy and Science are to be omitted.)

—The Geography of places occurring in History must be carefully learnt in every class.

Arithmetic.—Discount, Exchange, Compound Interest, and the Square Root.—Books as before.

Mental Arithmetic—suitable exercises in connection with the above Course.

Algebra—The G. C. Measure and L. C. Multiple—Simple Equations of one unknown quantity, as in Colenso—Books as before.

Geometry—The Elements of Euclid, Book 2d with Deductions; and a careful revision of Book 1st.

Mensuration—of Surfaces—Text Book—Baker's Mensuration—Teacher's Guide, Chambers' Practical Mathematics.

Surveying—Practical—(to be taught by a Surveying Ameen)

Lessons on Objects.—An accurate revision of the course of the two preceding years, with elementary lessons on Plants and Trees—preferably on those common or grown in the country—after the method of Model Lessons.

7TH YEAR.

LANGUAGE.

ENGLISH: *Reading and Explanation.*—Text book to be prepared.

Elocution.—Suitable poetical and rhetorical pieces.

Orthoepy and Etymology.—An accurate revision of

Sullivan's Spelling Book superseded, (the course of the previous year) New Course—Synonymes—Phrases—Proverbs, &c. (all that remain)—Etymological exercises from the Class Reader—with use by the pupils of Sullivan's Dictionary of Derivations and Dictionary of the English Language, or of Reid's school Dictionary—Webster, Richardson, Johnson for Teacher's use, as reference works.

Translation—into English—frequent exercises such as last year's.

Composition—Morell's Analysis of English Sentences, Parts 1 and 2. Graham's Composition, Chapters 1, 2 and 3; with exercises from Chap. 4.

N. B.—Once a week, exercises in *Analysis* from some work not read in the class, but of about the standard of the Reader.

Grammar—Mulligan's Structure of the English Language—The classification of words—the Modification or changes of form which words undergo to express a modified meaning:—Chapters 1 to 7, inclusive—Text Book Mulligan's Abridged Grammar—Teacher's Guide—Mulligan's Large Grammar—Instruction to be by Lectures.

BENGALI: *Reading and Explanation.*—The Charoopat—two parts—with etymological exercises.

Translation—into Bengali, from the English class Reader, and from works of the same standard not previously read.

Composition—Essays—Historical and Ethical.

Grammar—an accurate revision of Shamachurn's Grammar, with exercises from the class Reader.

SCIENCE.—*Geography*—an accurate revision of the course of the two previous years.

New Course—Africa—N. and S. America including the West Indies—Books &c. as before, with Histori-

cal, Physical and Ethnical information of every country.

Map Drawing—of the Countries in the Course.

Physical Geography—Chapter I. to IV. Text Book—Hughes's Physical Geography, with Johnston's Physical Chart. Teacher's Guide, Wittich's Curiosities of Physical Geography.

Mathematical Geography—Problems on the Terrestrial Globe from Keith.

*History**—an elementary course of Ancient and Modern History, prominence being given to English History—This Course will extend over *two years* The method of teaching to be that prescribed for the previous year. The Teacher's sources of information in Ancient History—Hœren's Manual, White's, and Schmitz's In Modern History, Russel's Modern Europe, White's History, Taylor's Manual, and the like works.

Arithmetic.—The Cube Root, and the remaining Rules of Arithmetic, with an accurate revision of the previous rules. Books, &c. as before.

Mental Arithmetic.—General exercises.

Book Keeping—By Single Entry—Instruction orally given—Teacher's Guide—Tait's Book-keeping—with exercise books for the Pupils.

Algebra—Fractions, Simple Equations, Involution, Evolution and Easy Surds—Books as before

Geometry.—The 3rd and 4th Books of Euclid's Elements, with Deductions—A careful revision of the first two Books.—Teacher's help, *Chambers' Practical Geometry.*

Mensuration—of Solids, and computation of the

* The Committee recommend the use of Bishop Perry Church Society's Historical Chart as convenient for reference, it should be hung up in the School room.

contents of Masonry &c. from Plans—Book as before.

Surveying.—Practical instruction as before.

* *Natural Philosophy.*—Mann's Lessons on General Knowledge, illustrated, explained, and amplified by collateral information drawn from Lardner's Museum of Science and Art, Tucker's Notes from the Book of Nature, Orr's Circle of the Sciences, and such other works.

Vegetable Physiology—Course as in Chambers' Treatise which might be the Text Book.

Remarks.—In their exercises in Analysis, the pupils of this year's Class will be allowed to take notes of the passage or piece to be analysed, on a careful perusal of it two or three times so as to master its contents, the substance of the lesson is then to be written out from their notes.

N B.—By analysis is here meant a syllabus or table of the principal heads of a Discourse or Essay, the object being to habituate students to sift a discourse or writing, and grasp its subject matter and salient points.

* The students of the 7th year class should pursue such a course of study as shall awaken their minds to certain leading and striking facts in the field of Natural Science or Physics, and in the following year they should take up certain special branches for more detailed study

The Committee accordingly recommend that in the 7th year, the students should at each lesson, read a portion of Mann's Lessons on General Knowledge, to be illustrated and explained by the Teacher, who for that purpose will prepare himself by the perusal of and reference to such books as Lardner's Museum of Science and Art, Notes from the Book of Nature, and Orr's Circle of the Sciences.

In the 8th and 9th year the students should read the chapters in Lardner's Museum which relate to Heat, Light, Statics, Dynamics and if there is time Astronomy, —assisted by ample oral instruction from the Teacher, who should use the two Vols. on Nat Phil published by the Society for the Diffusion of Useful Knowledge, and Arnott's Work.

The pupils should not be required to purchase these books, but a few copies should be kept in the School Library for the use of the class.

The Committee while making the above recommendation, feel how difficult it will be to carry out the plan satisfactorily, until the Teachers employed in English Schools shall have had some training in Physical Science and in the Art of communicating such knowledge.

8TH YEAR.

LANGUAGE.

ENGLISH *Reading and Explanation.*—Text book to be prepared.

Elocution —Suitable poetical and rhetorical pieces.

Etymology—Exercises from the Class Reader, with use of Sullivan's Dictionary of Derivations and Reid's School Dictionary, by the pupils.

Translation—into English—Suitable exercises from various works, especially from the *Encyclopædia Bengalensis*

Composition —Morell's Analysis, Parts 3 and 4—Graham's Composition, Parts 5 and 6—More difficult exercises in Analysis and Composition as before,*

Grammar.—Mulligan's Structure of the English Language—The laws or principles which regulate the combination of words for the purpose of expressing thought—Punctuation—Prosody (from Ch. VIII. to the end) Books as before (For the Teacher's use, *Mulligan's large Grammar* for the pupils, his *abridged edition.*)

SCIENCE.—*Geography.*— General revision of the course of the three previous years— *New Course.*—AUSTRALASIA —POLYNESIA.—Book as before, with collateral information from the Literature of the day

Map Drawing —on the plan of the previous years.

Physical Geography —Ch. VII. to XIV. of Hughes's Physical Geography—Books and Chart as before

History —The Elementary Course of last year continued and completed, the events of Modern History being brought down to the year 1815. (Books for Teacher's reference, the same as in the 7th year)

* The student being gradually accustomed to depend more on memory than on notes taken during the perusal of the Essay or Discourse which he is required to analyse and reproduce in substance

Urquhart's Treatise—for reference, Cooke's—Exercise books as before.

Algebra.—Simultaneous Equations—Easy Quadratic Equations—Problems in Equations.—*Peacock's* Chapters on Proportion.

Geometry.—The Definitions of the 5th Book of Euclid's Elements—Book 6th with Deductions—Treatises as before, and Chambers' Practical Geometry.

Surveying.—Practical instruction as before, with the use of Instruments—Exercises in preparing Charts of Survey

Botany.—Francis's Grammar of Botany—until a treatise adapted to the country is prepared.

Animal Physiology.—Vertebrata. Text Book, Milne Edward's Zoology—Teacher's reference book, Dallas's Animal Kingdom.

Natural Philosophy.—Heat, Light, and (if possible) Astronomy—Instruction by Lectures—Teacher's Guides, Lardner's Museum of Science and Art; Natural Philosophy, published by the Society for the Diffusion of Useful Knowledge in 2 Vols. and Orr's Circle of the Sciences.

Moral Philosophy.—Text Book, Abercrombie's Moral Feelings—Teacher's Guides, Brown's Lectures on Ethics and Wayland's Moral Science.

BENGALI *Reading and Explanation.*—Selections from the *Bibidharto Sungraho* with Etymological Exercises.

Translation—into Bengali from the Class Reader, and from works of the same standard not previously read.

Composition.—Essays—Historical and Moral.

**Book-keeping*—By Double Entry—Text Book.

* The Committee think that if *Urquhart's Treatise on Book-keeping* can be supplied at the cost of one Rupee per copy, it should be introduced as a Text Book to be used by the pupils as well as by the Masters, but if it cannot be brought out at that price, they think that the subject should be taught by the Master without requiring the pupils to supply themselves with a Text Book, the Teacher using Urquhart and Cooke.

9TH YEAR.

ENGLISH · *Reading and Explanation.*—The Course prescribed from time to time by the University Senate—with Etymological Exercises.

Composition.—Graham's 7th, 8th and 9th Chapters with exercises in analysis and composition as in previous years.

BENGALI *Reading and Explanation.*—The Course prescribed by the University Senate—with Etymological Exercises.

SCIENCE.—*History.*—The Course prescribed by the University Senate.

Geography,	To be revised by the pupils, with such help as they may require from the Teacher. Monthly examinations in writing.
Physical Geography,	
Botany and Physiology,	
Arithmetic,	
Algebra,	
Geometry,	
Book-keeping,	

Zoology.—The Natural History of Vertebrated Animals—their habits and characteristics—Book as before. Revision of last year's course in *Animal Physiology. Natural Philosophy.*—Statics, Dynamics and Astronomy (popularly treated)—The last year's Course revised.

Political Economy.—Instruction by simple Lectures—Teacher's Guide—McCulloch's Principles of Political Economy—Wayland's Elements of Political Economy—Whateley's Political Economy—Jones on Rent.

ROUTINE OF STUDIES FOR THE 1st YEAR

Days of the Week.	10—11	11—12	12½—1½	1½—2	2—2½	3—3½	3½—4
Monday, ...	English Rdg.	Arithmetic.	Bengali Rdg and Explanation	Drawing.	Mental Arithmetic.	Object Lessons	English Penmanship
Tuesday, ...	Ditto.	Ditto.	Ditto.	Bengali Dictation	Ditto.	Ditto	Bengali Ditto.
Wednesday,	Ditto.	Ditto.	Ditto.	Drawing	Ditto.	Ditto	English Ditto
Thursday, ...	Ditto.	Ditto.	Ditto.	Bengali Dictation	Ditto.	Ditto	Bengali Ditto.
Friday, ...	Ditto.	Ditto	Ditto.	Drawing	Ditto.	Ditto	English Ditto
Revision on Saturday	10 — 10½ English Rdg	10½ — 11 Words and their meaning	11 — 11½ Bengali Reading	11½ — 12 Arithmetic.	12 — 12½ Mental Arithmetic	12½ — 1 Object Lessons.	

ROUTINE OF STUDIES FOR THE 2d YEAR.

Days of the Week	10—11	11—12	12—1½	1½—2	2—2½	3—3½	3½—4
Monday,	English Reading and Explanation	Arithmetic	Bengali Reading and Explanation	Bengali Composition	Mental Arithmetic	Object Lessons	English Penmanship
Tuesday	Ditto	Ditto.	Ditto.	Translation from English into Bengali	Drawing	Ditto.	Bengali Ditto
Wednesday,	Dictation.	Ditto	Ditto	Drawing	Mental Arithmetic	Elocution	Viva voce Spelling from the English Reader.
Thursday, ..	English Reading and Explanation	Ditto	Ditto	Bengali Composition	Drawing	Object Lessons	English Penmanship.
Friday .	Ditto.	Ditto.	Ditto	Translation from English into Bengali.	Mental Arithmetic	Ditto	Bengali Ditto
Revision on Saturday	10—10½ English Explanation.	10½—11 Viva Voce Spelling from the English Reader	11—11½ Bengali Explanation	11½—12 Arithmetic.	12—12½ Mental Arithmetic	12½—1 Object Lessons	

ROUTINE OF STUDIES FOR THE 3RD YEAR

Days of the Week.	10—11	11—12	12½—1½	1½—2	2—2½	3—3½	3½—4
Monday,	Bengali Rdg and Explanation	Arithmetic	Eng. Reading and Explanation	Mental Arithmetic	Topography	Object Lessons.	Bengali Penmanship
Tuesday, ...	Beng Gramr	Ditto	Ditto	Drawing	Elocution	Ditto	English Ditto.
Wednesday	Eng Reading and Explanation	Topography.	Eng Dictation from Reader	Viva voce Spelling from the Reader.	Drawing	Ditto	Bengali Ditto.
Thursday.	Translation from Eng into Beng	Arithmetic	Eng. Readg and Explanation	Mental Arithmetic	Elocution	Ditto	English Ditto.
Friday	Beng Composition	Ditto	Ditto.	Drawing	Mental Arithmetic	Ditto.	Bengali Reading and Explanation
Revision on Saturday	10—10½ Explanation of Eng. Rdg. Lesson.	10½—11 Viva voce Spelling from Reader	11—11½ Explanation of Beng. Reading Lessons	11½—12 Bengali Grammar	12—12½ Arithmetic	12—12½ Object Lessons	

ROUTINE OF STUDIES FOR THE 4TH YEAR.

Days of the week.	10—11	11—12	12½—1½	1½—2	2—2½	3—3½	3½—4.
Monday, . .	Eng. Readg. and Explanation.	Beng Readg. and Explanation.	Arithmetic.	Mental Arithmetic.	Sullivan's Orthog and Orthoep.	Object Lessons.	Beng. Penmanship
Tuesday, ...	Ditto.	Beng Grammar	Geography.	Geometry.	Eng. Grammar.	Ditto.	English Ditto.
Wednesday, ...	Eng. Dictation.	Beng Readg and Explanation.	Arithmetic	Eng. Grammar.	Sullivan's Orthog and Orthoep.	Ditto.	Elocution.
Thursday,	Eng. Readg and Explanation	Translation from Eng into Beng	Eng. Grammar.	Mental Arithmetic.	Geography.	Ditto.	Beng. Penmanship.
Friday, . .	Ditto.	Bengali Composition	Arithmetic.	Geography.	Sullivan's Orthog and Orthoep.	Revision of Ditto	English Ditto.
Revision on Saturday, .	10—10½ Explanation of Eng Rdg. Lesson	10½—11 Eng. Grammar.	11—11½ Geography.	11½—12 Explanation of Bengali Reading	12—12½ Beng. Grammar	12½—1 Arithmetic.	

ROUTINE OF STUDIES FOR THE 5TH YEAR.

Days of the Week.	10 - 11	11—12	12½—1½	1½—2	2—2½	3—3½	3½—4
Monday, ...	English Reading and Explanation	Arithmetic.	Beng. Reading and Explanation.	Grammar.	Geometry.	Object Lessons.	Eng. Penmanship
Tuesday, ...	Ditto.	Algebra.	Beng. Grammar	Geography.	Grammar.	Ditto.	Mental Arithmetic.
Wednesday, ..	English Composition.	Arithmetic.	Beng. Reading and Explanation.	Sullivan's Orthog and Orthoepy.	Geography.	Ditto.	Elocution.
Thursday, ...	English Reading and Explanation.	Geometry.	Translation from Eng. into Bengali.	Grammar.	Algebra.	Ditto.	English Penmanship.
Friday, ...	Ditto	English Dictation.	Bengali Composition.	Geography	Sullivan's Orthog and Orthoepy	Revision of Ditto.	Arithmetic.
Revision on Saturday, ...	10—10½ Explanation of English Reading Lessons.	10½—11 English Grammar —Parsing.	11—11½ Explanation of Bengali Reading Lessons.	11½—12 Geography.	12—12½ Algebra.	12½—1 Geometry.	

ROUTINE OF STUDIES FOR THE 6TH YEAR

Days.	10—11	11—12	12½—1	1—1½	1½—2½	3—3½	3½—4
Monday, ..	Eng Reading and Explanation.	Arithmetic.	Algebra.	Geography.	Beng Reading and Explanation.	Object Lessons	Eng Penmanship.
Tuesday, ..	History.	Grammar.	Mensuration.	Eng Composition	Beng. Grammar.	Sullivan's Etymology, &c.	Phyl. Geography
Wednesday, .	Eng Reading and Explanation.	Geometry.	Grammar	Sullivan's Etymology, &c	Beng Reading and Explanation.	Object Lessons	Elocution.
Thursday, ..	History.	Algebra.	Geometry.	Phyl Geography	Translation of Eng into Beng.	Ditto.	Arithmetic.
Friday, ...	Eng. Reading and Explanation.	Geography.	Arithmetic.	Eng. Composition.	Beng Composition	History	Arithmetic
	10—10½	10½—11	11—11½	11½—12	12—12½	12½—1	
Revision on Saturday,	Phyl. Geography.	Algebra and Geometry.	History	Geography.	Grammar—Parsing.	Explin of Eng. Readg. Lessons and Etymology.	

ROUTINE OF STUDIES FOR THE 7TH YEAR.

Days of the week.	10—11	11—12	12½—1½	1½—2	2—2½	3—3½	3½—4
Monday.	History	Eng Grammar.	Beng Readg and Explanation	Phyl. Geography.	Arithmetic	Pop Science	Mensuration.
Tuesday.	Eng Reading and Explanation	Geometry.	Ditto.	Eng Composition.	Mensuration.	Book-keeping	Algebra.
Wednesday.	PopularScience.	Eng Reading and Explanation.	Ditto.	Arithmetic.	History.	Geography	Geometry.
Thursday.	Eng. Reading & Explanation	Analysis.	Translation from Eng. into Beng	Eng Composition.	Grammar.	Arithmetic.	Etymology. &c.
Friday.	History.	Algebra	Bengali Composition	Vegetable Physiology	Geography.	Physical Geography	Vegetable Physiology
Revision on Saturday.	10—10½ History	10½—11 Phyl Geography	11—11½ Geometry.	11—12 General Revn of Beng. Grammar.	12—12½ Algebra.	12½—1 Vegetable Physiology.	

ROUTINE OF STUDIES FOR THE 8TH YEAR.

Days of the week.	10—11	11—12	12½—1½	1½—2	2—2½	3—3½	3½—4
Monday,	Geometry	Beng Readg and Explanation	Eng Readg and Explanation	Eng Composition	Grammar	Algebra.	Zoology
Tuesday,	Poplr. Science	Ditto.	History.	Geography	Phy Geography	Book-Keeping	Moral Phily
Wednesday,	Algebra.	Ditto	Ditto.	Eng Composition	Grammar	Geometry	Popular Science.
Thursday,	Botany	Translation from Eng into Beng.	Analysis	Geography	Phy Geography	History	Ditto
Friday,	Zoology.	Bengali Composition	Eng Readg and Explanation	Moral Phy	Botany	Book-Keeping	Grammar
Revision on Saturday,	10—10½	10½—11	11—11½	11½—12	12—12½	12½—1	
	Moral Phily.	History.	Pop Science.	Botany	Phy. Geography	General Revn of Arithmetic	

APPENDIX C.

A Rough sketch of the Funds available for carrying out the proposed improvement of the Zillah Schools; and of the Expenditure for each.

Exclusive of the Patna High School, the Russapagla, Colloo-tollah, Collinga, "Hindu" Ooterpara, Akaya, and Ramree Schools, the Zillah Schools in Bengal and Behar had, in the year ending 30th April 1856, a nominal income as follows:

Annual Grants,	...	Rs.	1,07,730
Monthly Fees,*	...	Rs.	†40,604
Total,	...	Rs.	1,48,334

The proposed Expenditure is as follows:

	Expense per Annum.
11 First Grade Schools each costing per month Rs. ‡370 = Rs. 4,070 × 12 months = ... Rs.	48,840
(*a*) 9 Second Grade Schools at Rs. 270 = Rs. 2,430 × 12 months, = ... Rs.	29,160
(*b*) 4 Ditto without Pundit§ at Rs. 230 = Rs. 920 × 12 months = ... Rs.	11,040
(*c*) 11 Ditto at Rs. 245 = Rs. 2,695 × 12 months = Rs.	32,340
※ 8 Head Masters at Rs. 75 = Rs. 600 × 12 months = Rs.	7,200
※ 3 Ditto Ditto at Rs. 125 = Rs. 375 × 12 ditto = Rs.	4,500
※ 1 Ditto Ditto Rs. 175 × 12 ditto = ... Rs.	2,100
4 Scholarships of 8 Rs. at 11 Superior Schools (i. e. 44 Scholarships at Rs. 8 × 12 ditto = ... Rs	4,224
4 Ditto of 4 Rs. at 24 Second Grade Schools (i. e. 96 Scholarships at 4 Rs.) × 12 ditto = ... Rs.	4,608
Grand Total, ... Rs.	1,44,012

* Calculated from the Fees realized in the month of April 1856, but exclusive of the Fees of the Gowalpara, Sheebsagur, Sumbulpoor, and Chotanagpoor Schools, from which no Returns had been received.

† One-fourth of the Fees of the Behar Schools has been deducted; that amount being, by existing orders, reserved for the entertainment of Moulvies.

‡ The Head Master's salary is here calculated at Rs 75, being the amount to be received by him as Teacher of Literature or Mathematics, &c. His salary *as Head Master* is separately calculated. See ※.

§ The 4 Behar Schools which have Moulvies, who are paid out of the Schooling Fees.

(*a*) Head Master, ...	120	(*b*) Head Master, at	100	(*c*) Head Master, ...	100
Pundit, ...	20	Assistants, ...	130	Pundit, ...	15
Other Masters, ..	130		230	Other Masters, ..	130
	270				245

APPENDIX D.

Box of Form and Colour prepared for the Home and Colonial Infant School Society, ...	£		
Cabinet of objects to illustrate Mayo's Lessons on Objects, ...	£1	15	0
The new Educational Cabinet, prepared under the direction of the Home and Colonial Infant School Society, ...	£2	5	0
Cabinet containing prepared specimens of all the Native and Foreign *Wood* used in the *Arts* and *Manufactures*—with a *description* of their qualities and uses, their Commercial and Botanical names, places of growth, &c., ...	£		
Cabinets containing 150 carefully selected specimens of Minerals, scientifically arranged according to Phillips:	£1	10	0
Cabinets containing 200 larger specimens, ...	£3	3	0
Cabinets with collections of *Geological Strata*, ...	£1	10	0
Cabinets more numerous with *Organic remains*, ...	£2	0	0
Cabinets with collections of *Shells*, containing *each* of the *Linnœan Generas*, with the *Linnœan* and *Lamarckian names*—upwards of 120 species, ...	£3	3	0
Colored Illustrations of the *Linnœan Genera* of shells, arranged on cards; with an introduction to the study of *Conchology*, ...	£0	7	6
Natural History of the Silkworm, in mahogany case, containing preserved specimens of the egg, the worm, the cocoon, chrysalis, moth and silk, ...	£0	6	0

Boxes containing complete sets of all the *Mechanical Powers*, considerably improved, consisting of a series of *Pulleys;* the various *Levers*, single and compound; the *Wheel and Axle;* the *Inclined Plane;* the *Wedge;* and the *Screw;* to which is added the *Capstan.*			
Juvenile Collections of Geometrical *Plates* and *Solids*, ...	£0	6	6
Second Series with sections of the *Cone*, *Cylinder*, and *Sphere*, ...	£0	10	6
Glass Models for teaching Geometry and Crystallography, ...	£2	2	0
Models of the *Common Pump*, to show the action of the *Valves*, ...	£1	0	0
Glass Syphon, to accompany the above, ...	£0	2	6
An extensive Collection of Shells, Minerals and other objects of Natural History, including most of the rare species, ...	£		
Collections of Natural History, scientifically arranged and named, ...	£		

To be had of W. Edwards, 40, High Street, Camden Town,—or from the Glasgow Depôt for Infant and Juvenile School Apparatus,—orders addressed to Mr. David Caughie, *Normal Training Seminary.*

APPENDIX E.

Course in English Reading recommended for the several classes of Zillah Schools, pending the preparation of the New Readers.

1ST AND 2ND YEARS.

The two Primers prepared by *Baboo Peary Churn Sircar* on the *Phonic System* as modified by *Dunning* (*i. e.* the Edition now in the press.)

3RD YEAR.—Prose Reader No. 3, and Poetry Reader No 1.

4TH DITTO.—Ditto No. 4, and Ditto No. 2.

5TH DITTO.—Gopeekissen Mitter and Joygopal Sett's Reader (if published immediately,) or if not, Chambers' Biography, and Poetical Reader No. 3, Part First.

6TH DITTO.—M'Culloch's Course of Reading.

7TH DITTO.—In Poetry, Rev. J. Mullens's Poetical Reader.

8TH DITTO.—In Poetry, Selections from the Modern Poets published by the Society for the Diffusion of Christian Knowledge; or if out of print, Scrymgeour's Class Book of Poetry,—18th and 19th Centuries;—or some other approved work *

7TH AND 8TH YEARS.—In Prose, one or more of the following Histories or Biographies† complete.

Guizot's Life of Washington (translated by H. Reeve.)

Southey's Life of Nelson.

———— Life of Wellington.

Scott's Life of Buonaparte.

Life of Howard by *Brown* or *Hepworth Dixon*: The Life of Luther; of Peter the Great; Washington Irving; of Columbus; or the History of the French Revolution by *Mignet*. *Guizot's* History of the Commonwealth; *Vaughan's* History of the Protectorate. *Defoe's* History of the Plague of London.

* In the Course for the Intermediate or Anglo-Vernacular Schools, portions of Pope's Odyssey for the 7th year, and of his Iliad for the 8th, are recommended instead of these Readers

† The Edinburgh Cabinet Library Series may be usefully adopted, where any of the Lives here specified, are to be found in that Series.

APPENDIX F.

The Educational Expositor; the Papers for the School Master; The Educational Record; Simpson's Philosophy of Education; Gall's Philosophy of Education; Tate's Philosophy of Education; Lancaster's and Bell's Monitorial Systems; Dunn's Principles of Teaching; Bernard on National Education; Horace Mann's Report of his Tour of Europe; Victor Cousin's Report of Education in France, Marsell on Language; Jane Hamilton's Letters on Female Education; Edgeworth's Practical Education; Wood's Sessional Schools; Stow's Training System; The Life and System of Pestalozzi, translated from the German by J. Tilleard, Pestalozzi's *Gertrude* and *Leonard*; Tilleard's Method of teaching Grammar; Locke's Thoughts on Education; Locke's Essay on the Human Understanding; Cogan on the Passions; Levison's Mental Culture; Gordon's Discipline of the Physical Powers; Pillans's Contributions to the Cause of Education, Hall's Lectures on School keeping; Richards' Manual of School Method, The Hand Book for the Borough Road School, (Mackenzie's) Spurzheim's Principles of Education, Sullivan's Lectures on Popular Education; Dick's Mental Illumination; Bromby's Aim and Instruments of real Education; Dawes' Teaching of Common Things; Sydenham's Notes of Lessons in their Principles and Application; Cranage's Mental Education; Jefferys' Education, what it is, and what are the means thereto; *Jones's* Theory and Practice of Notes of Lessons; *Drew's* Educator's Instruments; *Sullivan's* Method of Teaching in Irish Schools; *Farnham* on Training Pupil Teachers; *Williams's* Essay on the Education of the People (translated by Nichol,) *Kames's* Hints on Education; *Reid's* Principles of Education; and the like works.*

* This list is by no means a complete one, nor do the Committee intend to do more than name a few useful works on the principles, method and details of Education, leaving it to the Director to enlarge and complete the list from Longman and Co's Annual Catalogues of School Books and Educational works. The Reports of the Committee of Council of Education should be supplied to every School. The Committee would add that there has been no attempt at classification in the above statement of books.

APPENDIX G.

This Committee is of opinion that the noxious system of cramming, which is generally believed to prevail extensively in Government Schools, to the detriment of all sound, wholesome, and well-digested study, is primarily attributable to a general misapprehension, by both teachers and scholars, of the legitimate use and object of class or text books.

As far as the experience of the Members of this Committee enables them to form an opinion, they believe that *the first* and ordinarily the *only* object attempted by both Master and Pupil, is an exact and minute, but purely mechanical acquaintance with the text book in each subject studied; and that that solid and intelligent knowledge of the subject, which can be gained from no text book, but must spring from the intercourse of the matured *mind* of the teacher, with the opening *mind* of his pupils, is rarely or never attempted.

The legitimate use of a text book, in the opinion of this Committee, is as its name infers, to *indicate* the subject to be studied, and the *outline* of the day's lesson. Both master and pupils should be encouraged in every way to diverge from the text book, assigning no value whatever to the dress in which it happens to clothe the knowledge it conveys, but treating its various statements as starting points from which to proceed to examine the subject intelligently, in its every aspect, in so far as the minds of the pupils are capable of comprehending it.

The Committee would earnestly recommend that the success of a master, and the progress of his class, should be tested exclusively by the proficiency of the scholars in their general acquaintance with each subject, untrammelled by and clearly distinguished from the mechanical and unintelligent knowledge of the text books, however exact that knowledge may be. Indeed they would go so far as to refuse to acknowledge acquirements that obviously are merely mechanical, assigning, at an examination for instance, very few or no

marks to an answer, however correct, that is given in the exact phraseology of the text book.

As the best and most efficient method of ensuring a systematic regard to the principle they advocate, the Committee suggest that the Annual Examination should, in all the classes, be conducted without any reference to the text book used. They propose to *indicate* (when they specify class books) *a standard* for each class, within which the examination should range; with no other limitation as to the source from which a question should be put, or can be answered, than the discretion of the examiner may suggest to him.

To obviate the difficulty to be apprehended in working such a system through inexperienced and unwilling examiners in the Mofussil, it is recommended that a set of examination papers should be prepared, each year, for every class, under the orders of the Director of Public Instruction, a numerical value being assigned to each complete answer; or where this is impossible, which will not often happen, that the nature of the examination be clearly indicated. With this precaution, the Local Committee or even the Head Master, might be left to examine the Classes.

With regard to further details, the Committee will be careful in indicating the standard for each class to be rather *below* than above that reached by the text books for the class.

While the Committee believe that the principle they are recommending, radically opposed as it is to the stereotyped system of tuition both in England and India, will be readily acknowledged as correct, when applied to the higher classes of a school; they have reason to expect that it may be considered impracticable to apply it to the younger children. In the opinion of the Committee, it is to the younger and most elementary classes that it is most essential to apply it. It is in *the infant classes* that boys first become imbued with the habit of mechanical study, which can never, or only with great difficulty, be afterwards eradicated. Who that has been in the habit of examining schools, has not found boys in the youngest class at a school, with the simplest primer for a text book, able to read off whole pages of the book with the utmost fluency—yet incapable of decyphering

the commonest word, if not in their own book, and quite unable to point out even the line in their text book from which they profess to be reading! What is the inference? Clearly, that the boys have progressed at a snail's pace in reading, although intimately acquainted with, and ready to stand any examination in *their text book*.

The Committee are aware that the system they recommend, will require infinitely more thought and intellectual exertion in masters, scholars and examiners, than that now pursued; but they believe that all concerned will reap a rich reward, in the *reality* of the education that will be bestowed upon the children frequenting our schools.

APPENDIX II.

Marks.

1. The marks should be *good* and not *bad* marks. Hence the *highest* mark should be given to the *best* boy.

2. These daily marks should be added up weekly; and the weekly marks *monthly*.

3. The marks of a week should terminate on Saturday—and the marks of a month, on *the last* Saturday of the month. The marks of the few remaining days should be counted with the marks of the next month.

4. The marks of a month, and the aggregate of the monthly marks, should be posted every month; in each class, that the boys may be encouraged in their work.

5. With a view to facilitate the comparison of the marks of the Term, with those of the Examination, an entry, denominated "Head Mark" should be made. On any day the "Head Mark" in each subject, will be the mark obtained by the best boy; but at the end of the week, the sum of Head Marks will be greater than the sum of any one boy's marks, unless one boy should be so superior to the rest, as always to keep at the top of his class.

6. The marks of the year should count equally with the marks of the examination.

7. At the end of the year, the total of "Head Marks" should be made equal to the Standard Marks of the Examination; that is, to the highest aggregate value of the subjects of examination.

8. To give an example.—If the Head Marks are 6275, and the highest boy's marks 5010, his actual marks shall be obtained by the following proportion:

Head Marks.		*Boys' Marks.*		*Standrd Exam. Mark.*	*Boys' Mark.*
6275		5010		350.	X
X	=	$\frac{350}{6275}$	×	5010	
	=	.0056	×	5010	
	=	252.0			

The marks which the boy will be allowed to count:

In the above case, written down at random, the only labour will be (on the present scale of 350 marks, as the aggregate value of all the subjects of the Junior Scholarship examination) to multiply any boy's marks by the Modulus .0056 (it would be sufficient to take only the three decimals .005) The reduction for the whole class of 30 boys could be made in half an hour.

10. The marks of the year thus reduced, should be added to the marks obtained at the examination; and the result shall be the list of merit for the boys of the class.

11. The Mark Register should be kept as follows:

Mark Register of the —— School for the month of —— 185 .

	History	Lect. Phy. Geography		Arithmetic	Zoology Grammar.		Bengalee.	History.	Total.	Remarks.		
Day of the Month,	1	2	3	4	5	6	7	8	9			
Head Mark,	32	33	30	Sunday.	31	30	30	30	31			
Ram Ch. Bose, ..	21	31	20		15	15	30	30	22			
Joy Gopal Ghose,	30	23	21		30	29	14	18	6			

12 The monthly list should be posted in the following form:

Place by Total Marks.	*Name.*	*Marks of the Month.*	*Total Marks*
1	Head mark,	710	6212
2	Anundo Chunder Roy,	652	5126
3	Teneowrie Kooar,	665	5387
4			
5			

13. Copy writing should be examined once a week, and marks given for it. As places cannot be taken in Writing, the Master should note on every boy's writing book, the marks for the week that he awards in writing.

14. Every subject in which the time of the pupils is engaged, should receive marks, more or less frequently, according to its importance.

15. Marks should also be given for regularity and punctuality of attendance; for cleanliness of person and dress; and for good be-

APPENDIX I.

AMENDED RULES, &c. &c.

1. The Schooling Fee shall be due in advance on the 1st of every month, and shall be paid on that day, not being a Sunday or Holiday, to the Teacher of the class, who shall forward the amount collected, with a list of payers, to the Head Master. No one shall be permitted to take his seat in class, until he has paid the month's fee, defaulters being marked *absent*.

2. On or about the 8th and the 16th of the month, each Teacher shall send the Head Master a list of defaulters up to date: Those who are in the first list, shall be liable to a fine of half the fee, and those in the second list, to be struck off the Rolls. A student so struck off, shall not be re-admitted except on payment of a fine equal to the monthly fee, together with arrears of schooling.

3. A boy absent for 20 days in a session, without leave in writing from the Head Master, or without producing a satisfactory medical certificate, shall be liable to a fine not exceeding two months' schooling fees, or to such other secondary punishment as the Head Master may award. The reckoning shall be made immediately before the Annual Examination, and absence as above described, shall subject the absentee to the loss of the prize or prizes he may otherwise be entitled to.

4. A boy absent for two consecutive months from any cause whatever, *must*, on rejoining, be placed in the class next below that in which he was.

5. The entries in the Roll of attendance must be uniform, and be regularly entered; Leave, and Sickness when duly certified, being marked by the initial letters L. and S., and so of Presence, Absence (without leave) Holidays and Sundays.

6. Applications from students for leave of absence, must be made in writing to the Head Master, but must, in the first instance, be submitted to the Teacher of the applicant's class, for his permission, to be signified by his signature on the face of the letter. The Head

Master shall not ordinarily grant any leave without the assent of the student's teacher, (or teachers, when there are more than one); but when the teachers, or any of them, refuse to countersign an application for leave, the reason of the refusal must be clearly stated on the letter.

7. Sickness must be certified by a competent Medical Practitioner, to the satisfaction of the Head Master.

8. Leave of absence to students on private affairs, cannot be given at one time, to more than one boy in every 10 in a class.

9. Any student who does not return to School on the expiry of his leave, shall be reported to the Head Master, and be marked in the Rolls as absent without leave.

10. Leave taken by a student for part of a day, must be applied for in writing, and be granted by the teacher of the class, or by the several teachers if there are more than one. When a student thus leaves School on the plea of sickness, his continued absence shall not be entered as on leave or for sickness, except the absence is followed by a Medical Certificate within 24 hours of leaving School.

11. Any student absent from the Examination without the Head Master's sanction, on the face of a written application for leave, shall be liable to have his name struck off the Rolls.

12. The School will assemble at 10 minutes before 10 A. M.; and separate at 10 minutes after 4 P. M.—with two intermediate vacations of half an hour each, at 12 o'clock, and at 2½ P. M.

13. The Attendance book of Teachers shall be sent round on the ringing of the bell to assemble the School, and be returned to the Head Master by 10 o'clock. Any teacher coming after 10 o'clock, must report himself in person to the Head Master, who will enter his hour of attendance. Late attendance, when it is of repeated occurrence, and not satisfactorily accounted for to the Head Master, shall, on this Officer's report to the Local Committee, or to the Inspector of the District, subject the Teacher so offending, to suspension from his duties, without pay, or to such other lighter punishment as the Inspector or the Committee may impose.

The attendance book shall again be sent round at 4 P. M. for the hour of leaving the Institution—When a teacher has permission to leave before the breaking up of School, the Head Master shall enter his hour of leaving.

14. When any of the Assistant Masters require leave of absence for a period not exceeding a week, he shall apply for it in writing to the Head Master, who will, at his discretion, grant such leave, making arrangements for efficiently conducting the duties of the applicant for the period. The Head Master is immediately responsible to the Inspector for such leave to his Assistants; and he will not give it without weighty reasons, and unless he can make proper arrangements to fill the absent Teacher's place. When the leave is for more than a portion of a day, he shall report particulars to the Inspector, in the Monthly Returns of the class.

15. Teachers requiring leave for a longer period than a week, and not exceeding a month, shall apply for it through the Head Master, to the Local Committee or to the Inspector, who will grant it on the Rules for Leave of Absence in force in the Department. Applications for leave for more than a month, must be submitted through the regular channels to the Director.

16. The Roll of Attendance of the students shall be called precisely at 10 A. M. Those who do not answer the call, shall be marked *absent* for the day, unless satisfactory cause for late attendance be shewn. When a class is instructed by more than one teacher, the Roll shall be called by the teacher who has the *first hour* of instruction; and be by him sent round to the other teachers for their information and guidance. These Registers shall be distinct from the Registers of Merit and Standing in each class.

17. Each teacher shall keep Registers of Merit and Standing in the class, for *every* subject taught by him. A student absent at Roll-call, shall be marked with a cypher in these Registers.

18. The Muster Roll shall be called a second time at 4 o'clock. Any pupil absent without the written permission of the class teacher or teachers, shall be liable to a fine not exceeding half the monthly fee, or to such other punishment as the Head Master may impose.

19. A daily Report of attendance, abstracted from the Muster Rolls, and shewing the total number of pupils, present, absent, sick, or on leave for the day, shall be filled up by the teachers at 4 P. M. after the evening Roll-call, and be submitted to the Head Master.

20. The several Rolls and Registers of Attendance and Merit shall be submitted every Saturday, for the Head Master's inspection.

21. At the close of the month, the teachers shall fill up printed forms of Report, shewing a boy's attendance, his average standing in the class in every subject of study, and his conduct in School. These reports, signed by the Teacher or Teachers, and countersigned by the Head Master, shall be sent to the Parents or Guardians of the Pupils for their information.

22. In addition to the Schooling Fees, every student shall, at the beginning of the month, make a deposit of four annas : This sum shall be returned on the last day of the month to such as have attended regularly, but be forfeited by the rest. The money so forfeited shall be equally divided, month by month, among the regular attenders.

23. The admission of pupils, and their promotion from class to class, shall not be ordinarily made except at the opening of a Session or during the first month. A Student unqualified for promotion after being two years in one class, shall be struck off the Rolls.

24. Every application for admission must be accompanied by an entrance fee of eight annas ; in return for which a copy of the Rules in English, Urdu, or Bengali will be given.

25. Inasmuch as application for admission can be entertained only on the consent of the applicant, his parents or guardians, to abide by the Rules of the Institution ; the granting of such ap-

plication, and the pupil's subsequent admission, shall be held *de facto* to constitute such assent, without further notice or acknowledgment on either side.

26. A Student going from one Government School to another, must produce the written permission of the Head Master to his transfer; which will not be given when the student is expelled; or has his name removed from the Rolls for non-payment of fees or fines; or when he leaves the Institution to evade its discipline. In all other cases, the Head Master will allow the transfer, on sufficient grounds for the request being shewn in a written application: Every such application, whether, complied with or not, shall be regularly reported to the Inspector.

27. Every branch of study from year to year, prescribed in the Scheme, shall be taken up by the students one and all—no choice or exception being allowed.

28. No application for re-admission will be received, that does not specify when the absence commenced, and how long it has been continued, together with the cause of absence.

29. The cause of a student's dismissal from School, or of his leaving it, shall be duly entered against his name, in the Muster Roll of his Class.

30. A student who has been expelled, shall not be re-admitted; nor shall he be admitted into any Government School, on any account whatsoever.

31. Any student whom it has been found necessary frequently to punish, shall be expelled.

32. The punishments are

1. Admonition in the Class.

2. Standing apart, or on the Bench, with or without a foolscap, or other badge of disgrace.

3. Exclusion from the company of his fellows during recreation hours.

4. Solitary confinement after School hours.

5. Public admonition in the Hall.

6. Fines.

7. Temporary exclusion from the class.

8. Moderate corporal punishment, in private or in public.

9. Public and ignominious expulsion. The 5th, 6th, 7th and 8th kinds of punishment can be inflicted by the Head Master alone; and the last by the Inspector or by the Local Committee.

33. Should a student prove refractory under a lighter punishment, he will incur one more severe; and so on, to the extreme penalty of expulsion.

34. A Register of punishments by the Head Master, and of expulsions, shall constitute part of the Records of the School, and be open to the inspection of boys and teachers.

35. A student whose name shall appear in this Register, *twice* in one session, shall be incapable of obtaining a prize at the annual examination; one whose name appears *four* times, shall be degraded to the next lower class; and one whose name appears *six* times in one session, shall be liable to expulsion.

36. Disobedience, or insolence to Masters, especially when the offence is aggravated by repetition; combination against them; or anonymous letter-writing to their prejudice will subject the offenders to some one of the 5th, 7th and 8th kinds of punishment, at the discretion of the Head Master; or on his representation, to *expulsion* by the Inspector or Local Committee.

37. A Scholar defacing the Registers or other Records of the School, will be liable to a fine not exceeding the amount of the monthly fee, in addition to the price of the books.

38. Students who wilfully injure the School-House, its fittings-up and furniture, shall pay for all requisite repairs—When the offence cannot be brought home to particular students, the charge will be levied in equal shares on all the students.

39. Smoking within the School premises, familiar intercourse with servants, and all other practices improper in a place of learning, or that are opposed to cleanliness, decorum, order, and respectful behaviour towards superiors, are strictly prohibited, and will be severely punished, *if necessary by expulsion.*

40. Students are strictly prohibited from leaving the School precincts without special permission, until they are dismissed for the day. But when the School breaks up, they are on no account to remain within the building, except on special leave had from the teacher or teachers of their class.

41. The Assistant Masters shall take their turn as *Masters on duty*, two and two, out of class and on the play ground; and shall be responsible for the observance of the above rules.

42. There shall be two Monitors in every class, appointed monthly by the Head Master, who will assist the *Masters on duty*, out of class: They will besides, under the direction of the Class Teacher, make themselves useful in maintaining discipline and order during School hours.

Prizes.

1. There shall be Prizes for particular branches of study, as well as for general proficiency, regularity of attendance, good behaviour, and cleanliness and neatness of dress and appearance.

2. These Prizes shall not be confined to books, but may well consist of such things as Maps, Scientific Objects, Instruments, &c.

3. Certificates of *proficiency* shall *also* be given to distinguished students in the 8th and 9th year Classes. These shall bear the signature of the Head Master as Secretary to the Local Committee, and the Inspector of the District, with the countersignature of the Director of Public Instruction.

4. When books are given as prizes, they shall ordinarily be works of general information, which it would be useful to put in circulation among the native community, rather than Class Books.

5. In order that prizes shall be as useful as possible, the several Teachers will inform the Head Master of the peculiar bent of mind of each *prizeman*; which shall be carefully regarded in selecting the prizes.

6. The prizes shall be regularly distributed in each School, *immediately after the examination, and before the Dusserah vacation.* To insure this, a supply of prizes to the extent of the regular yearly allowance, shall be provided to every School a clear month previous.

7. Certificates of *qualification* shall be given to students who have completed the course of studies, or have studied for at least six years, but only on the close of their scholastic career, and by the Local Committee of the School where they shall have studied for the last *three* years. These certificates shall be signed and countersigned as in Rule 3, and they shall invariably be based on the result of the last Annual Examination. Every Certificate of *Qualification* shall be duly registered, and shall form part of the School Records.

LIBRARY RULES.

1. The Library shall be open during School hours. When it is also a Public Library and Reading Room, it shall be opened at such other times as the Local Committee may appoint.

2. The Library is intended for the use of all who belong to the School. As a Public Library and Reading Room it shall be accessible to all who subscribe to it monthly (vide Resolution of Committee) and who signify in writing their readiness to abide by the Rules of the Institution.

3. The Library shall be under the control of the Head Master, who shall be assisted by a Librarian, or Writer, appointed by himself, on a salary not exceeding 20 Rs. a month.

4. The following agreement shall be entered into by the Librarian, and endorsed by at least one substantial and well known resident of the place *as his guarantee.*

I, A. B. having been appointed by C. D., the Head Master for the time being of the ——— Government School, to take charge of the Library attached to the Institution, on a monthly salary of Co.'s Rs. ——, do hereby engage and bind myself, zealously and faithfully to execute the trust committed to me, to the best of my

judgment, and according to the Rules which have been or may be prescribed by the Local Committee of Public Instruction, or any other competent authority. I also promise and engage to be punctual in my attendance in the Library at the prescribed hours, and carefully to attend to the preservation of the Books, Atlasses, Instruments, &c. in my charge.

In the event of any loss or injury happening to the property committed to my keeping, I do hereby bind myself, my heirs, administrators and assignees, to make good the value of the same within 30 days from the date of the Committee's orders to that effect; and in default thereof I hereby bind myself to pay in addition as a penalty, the full sum of Company's Rupees one hundred, or such portion of this sum as the Local Committee may adjudge me to pay.

(Sd.) E. F.

Librarian.

I hereby bind myself as surety for E. F. appointed Librarian of the ——— Government School on a salary of Rs. ——— in the terms and conditions of the above bond executed by him.

(Sd.) G. H.

5. The Scholars shall be allowed the freest access to the Library compatible with their attendance in School, and with the due discharge of the Librarian's duties.

6. All persons belonging to the Institution shall be allowed to take home books, under the following regulations:

(a) No one can ordinarily, and without special permission from the Head Master, have more than one set of books at a time.

(b) Teachers shall give a receipt for books taken by themselves *or by any of their pupils*, in a Register to be provided for the purpose, wherein shall be specified the name of the party taking the book, the class to which he belongs, the condition of the Volume, the date on which it is taken, and the date of its return, against which last shall be the Librarian's signature certifying thereto. Subscribers to the Library *as a Public Library*, shall, in like manner, acknowledge receipt of books taken by them.

(c) A Duodecimo Volume shall not be kept longer than a week; an Octavo, than a fortnight; and a Quarto, than a month.

(d) A Book shall not be immediately transferred from one to another; but in every instance, it must first be returned to the Librarian.

(e) Books of references, such as Dictionaries, Encyclopædias, Atlasses, &c. shall not, on any account whatever, be taken out of the Institution.

7. The Register of books taken out of the Library, shall be submitted, every Saturday, to the Head Master.

8. The Librarian shall draw up a Catalogue of the books in the Library, with a column specifying whether they are old, second-hand, or new; another for the entry of loss against such as are lost; a third for the name of the party answerable for the loss; and a fourth for entry of payment on account of such loss.

9. The Catalogue shall be arranged under the several Branches of Literature and Science; and the books in each arranged in alphabetical order of the names of Authors, with a column specifying the shelf, and the place of the volume in the shelf, in the form of a fraction, the Numerator of which shall express the first, and the Denominator the second. Where there are more shelves than one, of books on the same subject, these shall be distinguished by the letters of the alphabet. Each shelf shall be distinctly labelled as Literature Proper, History, Mathematics, &c. Where one shelf, has books on more than one subject, their separate places shall be similarly marked on the shelf.

9. Any person losing a volume, shall either replace it by one in as good a condition, or he shall pay the value of the book. If the volume is one of a set, *he must pay for the set.*

10. Books shall be returned within three days to the Library, on a requisition to that effect being made by the Librarian, countersigned by the Head Master.

11. The Local Committee shall inspect the Library and its Registers, every year, before the closing of the School for the Dusserah vacation. All the books shall be called in *a clear week* previous to such inspection: The condition of the Library, after every such inspection, shall be carefully reported to the Director.

APPENDIX J.

In continuation of our remarks last week on Normal Education, we purpose to describe at length our plan for this important work; —a work allowed, we believe, to be of the first importance, by all who have had any experience in Education in India.

The first requisite is, of course, a Superintendent of Normal Education. This Officer's salary, as we before said, should be large enough to induce his remaining at his post. Nothing will more certainly insure failure, than a constant change of men who are to work out the scheme. The person first appointed, should, we think, enter into engagements to serve for five years.

The next thing is a Model School: We would have the Hindoo and Colootollah Schools as such in the Presidency. The former has, and has the means of securing, the best Under-Teachers in the Service. One School is not enough; and this consideration, besides the circumstance that none but Hindoos have access to the Hindoo School, makes us recommend that the Colootollah School be likewise used as a Model School.

There should be three classes of youths in training to be teachers. 1. Pupil Teachers. 2. Apprentice Teachers.* 3. Normal Scholars. In the 1st Class we would include all such scholars as have fairly attained the Junior Scholarship Standard. These youths should continue their studies up to the same standard, or slightly above it, for another year; but instead of attending the class for 5 hours a day, they should attend for *three*. The other two hours of instruction will be thus provided for:—During the tiffin hour, the Pundit will instruct them in the Vernacular; and one hour, either in the morning or evening, the Head Master will take them in one of the branches of study. The two hours that they are away from class, will be given to learning *the art of teaching*. For this purpose, we would have the Pupil Teacher sit with the Master of the class to

* To distinguish this class from the other.

which he is appointed for the week, and take part with him in its instruction. One of these two hours, will be devoted by the Head Master to the immediate superintendence of the classes, turn about. When he is in a class, we would have him undertake its instruction, the Teacher, and the Pupil or Apprentice Teacher being present with him. At times he should call upon one of them, the Class Teacher generally, to instruct in his presence, communicating to the last more unreservedly, and to the others discreetly, such remarks on the defects or otherwise of the method of teaching, as to him seem fit. During the other two hours, it should be incumbent on the Class Teacher to afford the Pupil or Apprentice Teacher every facility possibly for learning his art.

We would have such a class of *Pupil Teachers* not only in the Mofussil Schools, (at first in those in the neighbourhood of Calcutta, and ultimately in all Mofussil Schools within the circle of the Central College to which a Normal Class is attached,) but in the Central Model Schools; at which Institutions the course of instruction should be precisely as described above, the only exception being, that it will be more immediately under the eye of the Normal Superintendent.

The 2nd Class of such Normal pupils, should contain all such as have attained high proficiency in the Junior Scholarship standard. This class should assemble at the *Central College only, where the Model Schools are.* They should have *three* hours of practice in the art of teaching, instead of *two*, precisely after the method explained above, with this exception, that one of the three hours should be immediately under the *Normal Superintendent's* direction, who will devote himself during the hour, to the same sort of instruction in the art of teaching, as the Head Master of the School is required to give. Two hours of the day should be given by this class of pupils, to attendance at the Presidency or Central College Lectures, either in Literature or Mathematics or both; and they should be taken in one of the branches of study by the Normal Superintendent from 1 o'clock to 2, or during the tiffin vacation; the Pundits of the Model School or Schools, taking them in Bengali one hour in the

morning. The scholastic instruction of these pupils, should extend up to the 4th College Class Standard.

The 3rd or the highest class, the class of Normal Scholars *par excellence*, should consist of such as are quite up to the 4th College Class Standard, *i. e.* such as attain *over* 50 *per cent.* of the marks allotted to complete answers at the Annual Examination. Their education during the year, should be continued up to the 3rd College class course or the present Senior Scholarship Standard, and should be conducted in precisely the same manner as that of the next lower class, with this exception, that they shall go to their Bengali studies from 1 to 2 P. M. and to the Normal Superintendent for one hour in the morning, from 10 to 11 o'clock. This class however, should enter upon the *Science* of Education. We would advise their being instructed in this, somewhat after the *tutorial plan*, rather than by lectures. They should read approved works on the subject, to be selected by the Normal Superintendent. These should daily be read with him in class, so as to give the pupils the benefit of his explanation and remarks. Once a week, each Normal Scholar should write, if possible from memory, an abstract of the week's reading; and give his views thereon—in approval or otherwise. This last method of instruction, we think, might well be extended to Mofussil Junior Teachers, who, under the Superintendent's general direction, should read the same works, and in like manner, make an abstract of their contents, week by week, with such remarks as might suggest themselves to them. The Superintendent would of course render these Teachers as much assistance as is possible, by advising and directing them in prosecuting their scholastic studies.

We would not give stipends, other than the Scholarships they might gain, to any class of Normal pupils—although we are disposed to recommend that the number of Scholarships at superior Zillah Schools, should be increased from *four* to *six*. The pupil teacher should be allowed to retain his scholarship for at least three years —in special cases for four years—on the condition of his securing the Superintendent's approval; and of his showing that he has made

fair progress. All *acting* appointments in the Department, should be filled up by the 3rd class of pupils or Normal scholars. No one should be allowed to present himself a candidate for a Teachership certificate, unless he has passed into the highest or 3rd year class, and can produce a document from the Superintendent, testifying to his fitness for the work of a Teacher.*

We would abolish, as a natural consequence, the present 3rd grade of teachers, and have the 2nd as the lowest grade, the highest salary of which should be 100 Rs. Promotion in the service should be strictly according to merit; due regard being had to length of service, *as a guarantee for experience*.

There remains one point to be noticed, in connection with this scheme: It is this: There should be three grades of Head Masters, answering to three classes of Zillah Schools—the 1st on 100 Rs., the 2nd on 150, and the highest on 200 Rs. per month. The Head Masters of the Schools that have Pupil Teachers, should receive Rs. 200 a month, with free quarters. Such an arrangement would give the Head Master a sufficient remuneration for the work of training young teachers, without its being attended with extra expense to Government.

There is but one objection to our plan, that occurs to us, and that is that the Head Master, of a Zillah School in particular, and generally all Head Masters, have too much of writing to attend to, too many documents, reports &c. to get up, to have time for the work we would impose on him. The answer to this is: Where the funds will not admit of a writer being entertained, let all such writing be shared between the 2nd and the other Assistant Masters; and, that none should have cause to complain, we would return to the old plan of *half-holiday on Saturday*, which obtained under the Committee of Public Instruction. From one to four o'clock, the junior teachers sharing the duty among them, there will be ample time to get over all the writing of a School.

* Under special circumstances, and on the Superintendent's recommendation, a candidate for employment as a teacher, might be allowed to continue in this class for *six months only*.

APPENDIX K.

Extracts from a Work by Bishop Short on Teachers' Meetings.

"It is not enough to form plans for improving the *next generation of instructors*. Our object should also be to educate the Masters and Mistresses whom we already have; so that all educated persons, wherever they reside, may do something in the good cause, if they will but promote the education of those with whom they are connected. *They should try to excite a spirit of self-improvement;* and obtain assistance and advice from such experienced friends as they can induce to visit their Schools.

No mistake with regard to education, has been *more fatal* in its practical effects, than the *false idea* that a knowledge of Reading, Writing, and Arithmetic fitted those who possessed it, to instruct others, and to carry on education! Every friend to the improvement of the lower orders, will try to give those who teach them, as *good and sound* an education as possible. Information of every description is desirable; *and whatever tends really to enlighten the minds of Teachers, will benefit all who learn under them.*

THE TWO METHODS.

(I) In one case the Masters and Mistresses of the neighbourhood were united to attend the Central Schools of a country *once a year*. The Schools were then examined, in the morning by the Secretary, *who exhibited improvements which had been adopted, or methods by which errors might be avoided, and gave a practical lecture on teaching.* In the afternoon, the Masters and Mistresses *examined the several classes in the presence of the Secretary;* and much *quiet* and *instructive discussion* arose among the more intelligent of them. Before the meeting separated, a sort of Committee was formed; and *all present were requested to state the difficulties which*

they had experienced in keeping School, or the remedies which they had discovered for them.

The benefits derived from this meeting were as follows: It induced those engaged in education *to try experiments*, some of which proved useful; and which, even when unsuccessful in themselves, were *advantageous as a means of exciting personal activity;* and the discussion arising from them, gave much useful information to the less experienced masters. *It kept the Central School in a high state of efficiency; and excited a friendly rivalry among all the Schools of the District. It fostered a friendly feeling among the Masters and Mistresses;* and by this species of intercourse, and the interest that was thus excited, *tended to exalt the character of the Masters and Mistresses* themselves.

(II) "The School Masters of a district in the Metropolis, formed themselves into a small Society, and were accustomed to meet weekly, and *discuss topics connected with education.* They studied the several subjects on which they were accustomed to give instruction; and endeavoured to improve their own minds, and to confer the same benefit on those members of the Society who were less advanced. They occasionally read essays of their own composition; and studied Geography, the higher branches of Arithmetic, and such other subjects as were likely to be useful in their several Schools."

APPENDIX L.

SCHEME OF STUDIES
FOR
ANGLO VERNACULAR OR INTERMEDIATE SCHOOLS.

1ST YEAR.

LANGUAGE.

English.—As in English Schools.

Bengali.—The *Shishu Shikyah, Parts* 3 *and* 4.

Dictation.

Penmanship. R. C. Mitter's Copy Slips.

SCIENCE.

Arithmetic.—As in English Schools, with the Notation of Number and the Numeration Scale fully explained.—Addition and Subtraction. *Prosono Coomar Subadicary's* Treatise for the Teacher, and Cards of Exercises for the pupils.

Mental Arithmetic.—Suitable Exercises.

Science of Common Things.—As in English Schools.

Drawing.—Ditto.

N. B.—Where no text books are specially named, those recommended for Vernacular Schools, or for English Schools, translated if necessary, are to be used.—The *Entrance standard* will be the same as in English Schools.

2ND YEAR.

LANGUAGE.

English.—As in English Schools.

Bengali.—The *Niti Shar, Parts* 1 *and* 2.

Dictation.—From the Reader.

Translation from the Class English Reader, and easy exercises from the English Sentences of the *Bakyaboly.*

Composition—as in the 3rd year Course of English Schools.

Grammar.—Keith's—Declensions and Conjugations.

Penmanship.

SCIENCE.

Arithmetic.—The Multiplication Table; Multiplication and Division; the 4 Compound Rules; with familiar explanation of the *rationale* of each process—The Table of Coins, Weights, and Measures (English and Native) in common use in the Country.

Mental Arithmetic.—Suitable Exercises.

Topography.—As in the English Course for the 3rd and 4th years.

Common Things.—The Course for the 2nd and 3rd years of English Schools.

Drawing.—As in the English Course.

3RD YEAR

LANGUAGE.

English.—As in English Schools, with translation from the Bengali sentences of the *Bakyaboly*.

N B.—The corresponding English sentences should be afterwards accurately committed to memory, and reproduced as an exercise in composition.

Grammar.—Allan and Cornwall's Grammar for beginners, as in the 4th year Course of English Schools.

Dictation.—From the Class Reader.

Bengali.—Reading and Explanation—Ishur Chunder's History of Bengal.

Grammar.—Shama Churn's—Shondhee and Declensions.

Dictation.—Translation from the English Reader, and the English sentences of the *Bakyaboly*.

Composition and *Letter Writing* (*Potro Kounody*)

Penmanship.

SCIENCE.

Arithmetic.—The G. C. Measures and L.C. Multiple; Fractions; Proportion; Practice; Simple Interest.

Mental Arithmetic.—Suitable Exercises.

Geography.—As in the 5th year of the English Course, Text Book, the Barasat Geography for the pupils, and

Tarinee Churn's for the Teacher. R. C. Mitter's Maps to be used.

Common Things.—The 4th and 5th year Course of English Schools.

4TH YEAR.

LANGUAGE.

English.—As in the 5th year Course of English Schools, except that Morell's Grammar (the whole) is to be substituted for Allan and Cornwall's large Grammar; and that the 4th year Course in Orthography, and the Conversational Exercises of that year, are to be added.

Bengali.—*Pattamritta* and *Nity Bode.*

Grammar.—Shama Churn's Verbs and Syntax, with the rest of the 5th year Bengali Course of English Schools. *Dictation* and *Composition* as before.

SCIENCE.

Geography.—The 6th year Course of English Schools. Prosono Coomar's Treatise

History.—The 6th year Course ditto ditto.

Arithmetic.—Decimals and the 6th year Course ditto ditto.

Mental Arithmetic.—Suitable Exercises.

Algebra.—The 5th year Course of English Schools—Book to be prepared.

Geometry.—The 4th and 5th year Course of English Schools: (Book: Euclid's Elements, as in the Encyclopædia Bengalensis).

Book-keeping.—The Zemindaree and Mahajunee Accounts.

Land Measurement—P. C. Tagore's *Bhoomee Poreeman* and the *Guide to the Government Land Measurement.*

Common Things.—The 6th year Course of English Schools.

5TH YEAR.

LANGUAGE.

English.—The 7th year Course of English Schools, including the 6th year Course in Etymology.

Bengali.—The *Charoo Pat, Parts* 1 *and* 2.

Grammar.—Shama Churn's, as in the 6th year of English School.

N. B.—The rest of the Bengali Course as in the same year.

SCIENCE.

Geography.—The 7th year Course of English Schools, with use of *Pundit Kalee Dass Moitra's Geography* by the Teacher.

Physical Geography.—as in ditto ditto—The *Prakrit Bhugol*, with *Rajender's* chart.

History.—As in the 7th year Course of English Schools—Ancient History—Instruction to be given after the same method but in Bengali; the History being taken by the English Master if necessary. The Teacher may refer to the Translation of Marshman's Brief Survey.

N. B.—A proper Text Book should however be at once prepared.

Arithmetic.—As in the 7th year of English Schools.

Mental Arithmetic.—Suitable Exercises.

Book-keeping.—As in the 7th year of English Schools.*

Algebra.—The 6th and 7th year Course of English Schools.

Geometry.—The 6th year Course of English Schools, and Book 3rd of Euclid's Elements with Deductions.

Mensuration.—The ditto ditto ditto.

Natural Philosophy.—As in the 7th year of English Schools—Dr. Mann's Work to be translated—(Until translated, *Yates' Podartha Bidya*).

6TH YEAR.

LANGUAGE.

English.—As in the 8th year of English Schools.

Bengali.—The 8th year Course of English Schools.

SCIENCE.

Geography.—The 8th year Course (P. C. Subadhcary's Work and that by Pundit Kalee Dass Moitra.)

* Instruction of course in English in this subject, as taught in the two last years.

Physical Geography—The *Prakrit Bhoogole** with chart.

History.—As in the 8th year of English Schools—Mediœval and Modern History.

Algebra—The 8th year Course of English Schools, with the Chapters on Proportion from Peacock.

Geometry.—Book 4th with Deductions; and the 8th year Course of English Schools.

Mensuration.—The 7th year Course of English Schools.

Book-keeping.—The 8th year ditto ditto.

Zoology.—Vertebrated Animals—as in the 7th and 8th years of English Schools. Book to be prepared—A translation of *Milne Edward's* work.

Vegetable Physiology.—As in the 7th year Course—Book to be prepared—(Translation of Chambers').

Natural Philosophy.—Matter and Motion—The *Podartho Bidyáh*, by I. C. Vidyasagur, (until a more advanced work has been prepared); and the *Basta Bichar* published by the *Tatwobodhini Sobha*.

* Until a work is prepared after the plan of Hughes's Physical Geography for the 5th and 6th years, this work must be used by the Teacher, as the basis of his teaching.

APPENDIX M.

THE VERNACULAR COURSE.

1ST YEAR.

LANGUAGE.

Bengali Literature.—The *Borño Porecchoy, Parts* 1 *and* 2.

N. B.—The Pestalozzian System of teaching to be adopted as soon as possible.

SCIENCE.

Arithmetic.—The principles of the 4 Cardinal Rules, taught by means of sensible objects, the Arithmeticon and the Pestalozzian Board.

Mental Arithmetic.—Simple Exercises—The Santipore Treatise.

Bengali Writing.—R. C. Mitter's Copy Slips.

2ND YEAR.

LANGUAGE.

Bengali Literature.—The *Shishu Shikhya, Parts* 3 *and* 4.

Writing.

Dictation.—From the Class Reader.

Composition—Easy Exercises—Narrative.

SCIENCE.

Arithmetic.—The 4 Cardinal Rules after the Bengali Method—(The *Shubonkor* Rules.)

Mental Arithmetic—A higher Course than the past year's—Text Book as before.

Topography.—As in the English Course—the 3rd and 4th years—Instruction after the method of Sullivan, and of the Graduated Course.

3RD YEAR.

LANGUAGE.

Bengali Literature.—*Niti Shar, Parts* 1 *and* 2.

Etymology.—Easy Lessons, based on the Class Reader.

Grammar.—Keith's—Declensions and Conjugations.

Writing.—R. C. Mitter's Copy Slips.
Dictation—From the Class Reader.
Composition.—Narrative and Descriptive pieces.

SCIENCE.

Geography.—The Course laid down for English Schools 4th year—Text Book—The Barasat Geography, and for the Teacher, Pundit Kalee Dass Moitra's Geography, 1st Part; with use of R. C. Mitter's Maps.

N. B—The Course in Geography, will include the Geography of the Zillah; the Geographical terms, the natural features of the Earth; the 5 great Divisions; their form and relative Situation; their Political Divisions; their Situation with reference to the tropics; and the different races of men who inhabit them.

Arithmetic.—Weights and Measures—with instruction in the method of writing them.
The four Cardinal Rules, (The English Method)
The four Compound Rules. Text Book—the *Gonee-tashar*: Teacher's reference Book, *Patgonita.*

Mental Arithmetic.—Suitable Exercises—Text Book as before.

Mensuration.—The Native System, and afterwards Robinson's Treatise

Lessons on Objects—The Shishu Sh'kokh—Gallery Lessons by the Pundit.

N. B.—The 1st and 2nd year Students will attend with this Class for Instruction in Lessons on Objects.

4TH YEAR.

LANGUAGE.

Bengali Literature.—Ishur Chunder's History of Bengal.

Etymology.—The Dhatoomallah.

Writing.—R. C. Mitter's Copy Slips.

Dictation—From the Class Reader.

Composition.—Exercises in Letter-Writing—*Patrolormod*—and Narrative and Descriptive pieces.

Grammar.—Shama Churn Sircar's—*Shondhee* and *Declension.*

SCIENCE.

Geography.—The Geography of Asia, with special reference to India. *Map Drawing* as in the English Course, 5th year. Text Book as before—Teacher's reference Book, Banerjea's Encyclopædia Bengalensis—Geography; and Pundit Kalee Dass Moitra's Geography, 1st Part.

Arithmetic.—Rule of Three, Practice, Interest—Text Book as before.

Book-keeping.—Zemindary and Mahajunee Accounts.—The S. B. Society's Treatise.

Mental Arithmetic—Suitable Exercises—Text Book as before.

Land Measurement.—P. C. Tagore's *Bhoomy Poreeman*, and the *Guide to the Government Land Measurement.*

Mensuration.—The Elements of the Science.

N. B.—Text Book to be prepared after Bonnycastle's and Baker's Treatises.

Lessons on Objects—The Shishu Shikokh (what remains) and the *Oodbeej Bidyah.*

5TH YEAR.

LANGUAGE.

Bengali Literature.—The *Charoo Pat, Parts* 1 *and* 2.

Etymology.—The Santipore Treatise and Exercises from the Reader.

Dictation.—From the Class Reader or the History of Bengal.

Composition.—Letter-Writing, *Potrokoumody.* Exercises—Narrative and Descriptive pieces.

Analysis, after the method explained in the English Scheme.

Grammar.—Shama Churn's—Verbs and Syntax.

SCIENCE.

Moral Lessons.—Catechism of Morals—to be translated and illustrated by Tales.

Geography—Europe, Africa, America and Australasia—with information as to Climate, Productions, Manufactures, Character of Inhabitants, &c.
Text Book and Books of Reference as before.

Physical Geography.—Rajendra Laul's *Prakrit Bhugole*, with Map.

Arithmetic.—The Course finished—Text book as before.

Popular Science.—Yates' *Podarthe Bidyah.*

6TH YEAR COURSE.

(When there are any 6th Year Students.)

LANGUAGE.

Bengali Literature.—*Boryya Bostu*, 2 *Vols.*

Etymology.—As in the 5th year.

Dictation—Ditto.

Composition.—Ditto.

Grammar—Completion of Shamachurn's Grammar.

SCIENCE.

Physical Geography.—Rajendra Laul Mittra's work as an Intermediate Schools.

Natural Philosophy—Pundit I. C. Vidyasagar's Work on Matter and Motion.—(*Podarth Bidyah,*) and the *Bostu Bichar*, of the *Tatwobodhini Sobha.*

Geometry—The Chapters from Smyth and Thuilher's Survey Manual, which the Committee recommend should be translated for the purpose.*

* A work like 'Gregory's Mathematics for practical men" might with advantage be prepared for our Vernacular Schools.

TIME TABLE FOR THE VERNACULAR COURSE.

		1st hour	2nd hour.	3rd hour.	4th hour.
1st Year Class.	Monday,	Burnoporichoy,	Burnoporichoy	Arithmetic,	Lessons on Objects
	Tuesday,	Ditto	Ditto	Mental Arithmetic,	Ditto.
	Wednesday	Arithmetic	Writing,	Burnoporichoy	Writing.
	Thursday,	Mental Arithmetic,	Ditto,	Ditto	Lessons on Objects.
	Friday,	Burnoporichoy,	Burnoporichoy,	Arithmetic,	Writing.
	Saturday,	Revision of Weeks Lessons	Revision		
2nd Year Class.	Monday,	Arithmetic.	Dictation,	Shishushikhya,	Lessons on Objects
	Tuesday,	Composition,	Writing,	Ditto,	Ditto,
	Wednesday,	Shishushikhya,	Shishushikhya,	Mental Arithmetic,	Topography
	Thursday,	Ditto	Ditto,	Arithmetic,	Lessons on Objects.
	Friday,	Arithmetic,	Writing,	Shishushikhya.	Writing
	Saturday.	Revision of Weeks Lessons	Revision		
3rd Year Class.	Monday,	Nitishar,	Nitishar,	Exercises in Etymology	Lessons on Objects.
	Tuesday,	Arithmetic,	Grammar,	Nitishar,	Ditto
	Wednesday,	Composition,	Writing,	Ditto	Mental Arithmetic
	Thursday,	Nitishar,	Dictation,	Geography	Lessons on Objects.
	Friday	Nitishar,	Arithmetic,	Mensuration.	Writing
	Saturday,	Revision of Weeks Lessons,	Revision.		
4th Year Class.	Monday,	History of Bengal,	Writing,	Arithmetic	Etymology,
	Tuesday,	Composition,	Ditto,	Geography,	Map Drawing
	Wednesday,	History,	Mensuration,	Arithmetic,	Lessons on Objects.
	Thursday,	Ditto,	Dictation,	Grammar,	Geography
	Friday.	Land Measurement,	Land Measurement.	Arithmetic,	Lessons on Objects
	Saturday,	Revision of Weeks Lessons.	Revision		
5th Year Class.	Monday,	Composition,	Moral Lessons,	Arithmetic,	Etymology
	Tuesday.	Charupath,	Writing,	Grammar,	Map Drawing
	Wednesday,	Dictation,	Popular Science.	Charupath,	Popular Science.
	Thursday,	Arithmetic,	Moral Lessons,	Physical Geography,	Arithmetic
	Friday	Charupath,	Writing,	Geography,	Popular Science.
	Saturday,	Revision of Weeks Lessons,	Revision.		

The 4th and 5th year Classes will be taken together in Lessons on Objects (if any portion of the *Shishu Shikkokh* remains to be gone over), and in the *Padartho Bidyah*

N. B.—On Saturday the School is open for two Hours only.

APPENDIX N.

To Pundit Eshur Chunder Vidyasagur, dated 4th November, 1856.

SIR,—I have the honor, by direction of the Committee on Schools now sitting, and in communication with the Director, to address you on the subject of the price fixed by you on the Vernacular School Books already issued, and those in course of preparation under your supervision.

2d. The Committee are of opinion that *one of the obstacles* to the progress of popular Education in Bengal, is the high price of Vernacular School Books. To any one knowing how scanty are the means of the classes whom we desire to attract to our Vernacular Village Schools, and how slight their appreciation of the advantages of Education, any charge of this sort acts like a *prohibitory tax.*

3d. The Committee are of opinion, with reference to these considerations, that the price of the Books published under your direction has all along been higher than was desirable, and it is therefore with great regret that they learn from the accompanying letter from the Secretary to the School Book Society, that you have lately raised the prices of those Books still higher.

4th. The Committee have been authorized by the Director of Public Instruction to lay down distinct courses of instruction for all Schools of whatever description, including the Model Schools under your control; and they therefore think it right to inform you that, unless you can make arrangements for reducing the prices of your Vernacular Books, they will consider it necessary to recommend the Government to publish other and cheaper works in their place, for the use of all Aided and Model Vernacular Schools.

5th. The Committee intend to send in their Report by the close of this month, so that they will feel obliged by your favoring them with an early reply to this communication, which has been addressed to you, as before intimated, with the knowledge of the Director of Public Instruction.

I have, &c.,

(Sd.) J. K. ROGERS,

Offg. Secretary.

APPENDIX O.

To the Secretary to the Committee on Schools, Calcutta, Fort William, 13th December, 1856.

SIR,—In reply to your letter of the 4th ultimo, I have the honor to state for the information of the Committee, that the prices of the several Vernacular Books compiled by myself, and by others under my superintendence, have been fixed after due deliberation; and that they do not seem to be either exorbitant or unreasonable. And as no arrangements can conveniently be made for reducing those prices, the Committee are certainly at liberty to recommend the publication of other Books as proposed by them.

I would here take the liberty to remark, that it is with feelings of regret that I have perused your letter under reference, the tenor of which appears to me to be so very objectionable.

I have the honor to be, Sir,

Your most obedient Servant,

ESHUR CHUNDER SHURMA.